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ABSTRACT

Developed by the Oregon Elementary English Project, the eighteen lessons in this unit aim to interest third and fourth grade students in thinking about how sentences are made, to introduce some grammatical concepts, and to build on the instinctive knowledge students already have about the English language. The first three lessons are devoted to the concept that words go together in an orderly way which we understand intuitively; lessons 4 and 5 demonstrate negative and question transformations; lessons 6 through 9 develop the noun phrase and verb phrase concepts; lessons 10 through 12 concentrate on noun recognition; lesson 13 introduces the pronoun; lessons 14 through 17 deal with verb recognition; and lesson 18 introduces the adjective. Each lesson is accompanied by a statement of its purpose, suggested procedures and materials, possible extensions, and student exercises. A packet of supplementary materials is also included. (See related documents CS 200 482-485 and CS 200 487-499.) (HS)

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ED 075828

Language Curriculum, Levels C - D

Unit III

YOU ALREADY KNOW IT

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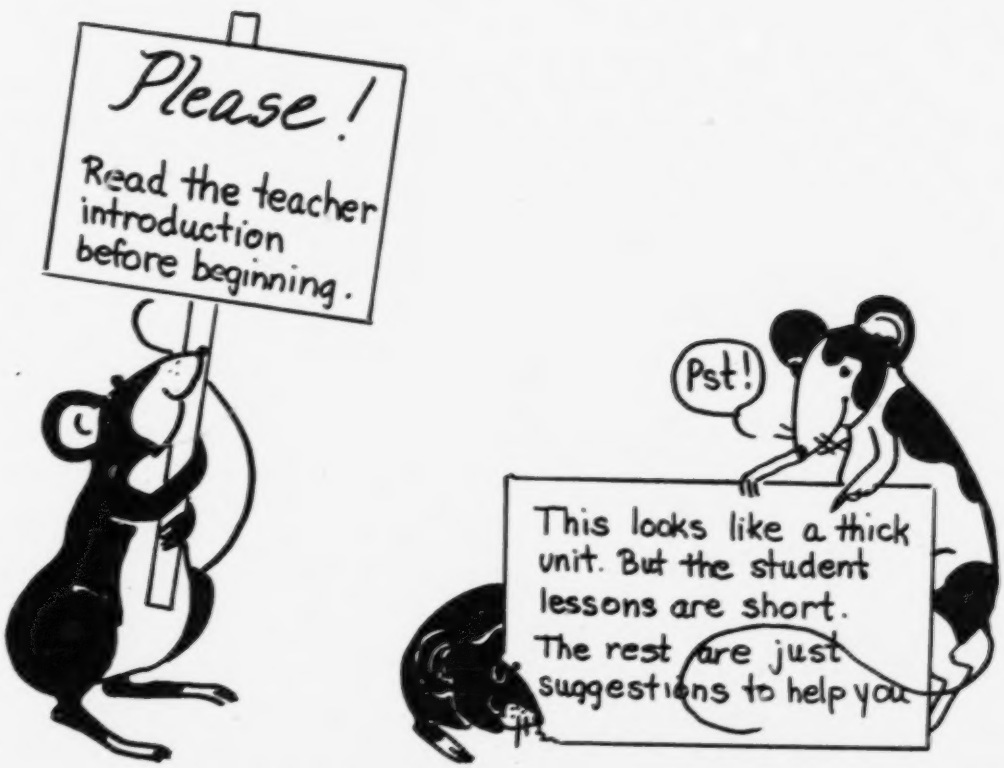
UNIT III

YOU ALREADY KNOW IT


Please!
Read the teacher introduction before beginning.
Pst!
This looks like a thick unit. But the student lessons are short. The rest are just suggestions to help you

Unit III
You Already Know It

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Unit III

YOU ALREADY KNOW IT

CHECKLIST OF MATERIAL NEEDED:

1. An overhead projector.

2. Material in folders for each student for lessons 3, 4, 5, 6, 7, 9, 11, 12, 13, 14, 15, 16, 17, and 18. There is no student material for lessons 1, 2, 8, and 10.

3. The following Supplementary Material:

   for lesson 1 -- 12 transparencies made from copies in the Supplementary Material envelope.
   for lesson 2 -- sets of tagboard cards which can be put together to form simple sentences. There is a sample in the Supplementary Material envelope and directions for making them are found in the lesson.
   for lesson 6 -- set of tagboard cards, one card for each child, with either a noun phrase or a verb phrase on each. There are samples in the Supplementary Materials envelope and directions for using them in the lesson.
   for lesson 8 -- transparencies made from the copy in Supplementary Material envelope of list of simple noun phrases, verb phrases, and complete sentences, spaced widely apart to allow room for writing between.
   for lesson 13-- set of tagboard cards each of which should have either a determiner plus a noun or a pronoun that can replace a determiner plus noun. Sample in Supplementary Material envelope.
   for lesson 16-- sets of tagboard cards, each set of which includes words to put together to form a sentence with a single verb plus a card with a helping verb. Sample is found in Supplementary Material envelope and directions in the lesson.

4. Patience and imagination.

PURPOSE:

1. To interest students in thinking about how sentences are made, and to develop a sense of pride in what they know about using language.

2. To introduce students to some grammatical concepts which will be reinforced and developed more fully in later years.

3. To build on the instinctive knowledge students already have about how to use language in order to teach them some specific facts about English sentence structure.

WHAT YOU SHOULD KNOW TO TEACH THIS UNIT:

This unit can be described best as a pre-grammar unit, although the word grammar is never once mentioned. It introduces, or exposes students to, some fundamental concepts of, and facts about, English grammar. At every step it starts with what children know intuitively about using language and tries to make them aware of what it is.

Although you will not be teaching grammar in any depth, you need to understand something about the grammatical concepts which we describe in this section in order to understand how the lessons fit together and what their purpose is. Grammar is--or should be--a description of the language human beings use. It is simply a way of making explicit what we all know intuitively about using our language. The way to find out how sentences are put together, then, is to analyze the sentences we use and accept as belonging to the language.

Language is a rule-governed activity. We recognize, usually subconsciously, that sentences are made up of different kinds of parts and that these parts go together in an orderly way. This is what is meant by saying sentences are formed according to rule. The most fundamental rule is that sentences consist of two parts. To make a sentence, both parts are needed, although sometimes one or the other is simply understood (as in "Open your books.") It doesn't matter really what these two parts are called. Sometimes they have been called subject and predicate. In this curriculum we call them noun phrase and verb phrase because these terms say more specifically what kind of parts they are.

We can understand all sentences of the language most easily if we start by thinking of very simple sentences that make statements and then see how these simple sentences can be varied and combined to make other sentences, just as a biologist can understand better how a living organism works by first finding out what an individual cell is like. At the third and fourth grade level we are concerned primarily with basic sentence structure found in very simple sentences. But what the child learns now about this structure will help him understand how more complex sentences are made in later grades. The parts of the sentence which we are concerned with are described and discussed below.

Noun phrases. Noun phrases are different from verb phrases. One noun phrase can be substituted for another, but a noun phrase can't be substituted for a verb phrase. Noun phrases get their name because they include a noun or something that functions as a noun. Those with a noun usually also include a sentence part called a determiner. Determiners are words like the, a (an), some, many, this, and that which precede nouns in the noun phrase.

Some nouns may occur without an apparent determiner. Those that can do so are plural nouns (as in Birds like worms.), singular mass nouns, and proper nouns. Mass nouns are nouns like snow, water, grass, magic that name things which are not countable. (We can say Grass grows. but not Tree grows.) However, any other kind of singular noun must have a determiner before it, and mass and plural nouns usually do also. In fact, its ability to occur with a determiner is one of the ways in which we recognize a word as a noun. Proper nouns are exceptional cases. We can usually recognize them by the absence of a determiner.

Another characteristic of nouns that distinguishes them from other words is that their form indicates number, either singular or plural. They mean either one or more than one. Most nouns indicate plural number by the addition of a sound spelled -s or -es. A few, however, have irregular pronunciation, as in mouse/mice; goose/geese; man/men.

A word should be said about the traditional way of defining a noun as a name of something. It is true that nouns are words that name--and we use this fact as a concrete device to start students out in lesson 10. But it becomes very difficult as one begins to talk about nouns like idea, uneasiness, obstinacy, fact, theory, to define what it is that is being named. The fact is that what we recognize in a word that makes it a noun is where it occurs in a sentence and what goes with it. In Lewis Carroll's Jabberwocky, for example, "...The slithy toves did gyre..." we all recognize toves as a noun because of its position in relation to other words, and not because we have any idea what it might name.

Determiners. We don't talk much about determiners at the third and fourth grade level except to use the and a few others as a means of identifying nouns. In fact, whether you use the term or not is up to you. But to enable you to answer certain questions you might have, you should know that determiners like the and a (an) never occur without a noun. This is what makes them a good signal that a noun will follow. Some determiners, like this or that, may occur alone, but when they do we still understand the noun that does not appear. For example the word cake can be left out of This cake tastes good (This tastes good) and still be understood. Sometimes a whole group of words makes up a determiner phrase before a noun. Examples are Some of the people; a few of the birds; three of these houses, etc. These groups of words act as a unit. Notice that you would not use any of the groups without a noun.

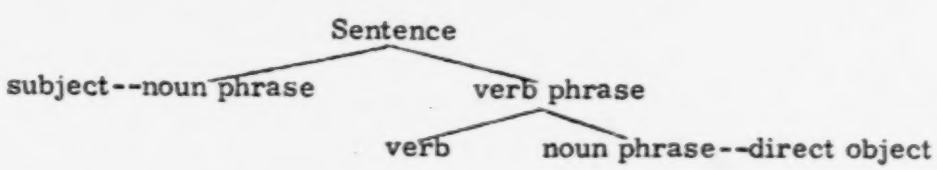
Pronouns. A noun phrase can consist of a pronoun instead of a determiner + noun. Strictly speaking, pronouns replace a whole noun phrase, not just the noun. (For example, Some of the wild iris are blooming. becomes They are blooming.) There is much to be said about pronouns, but we only try to introduce them here in this unit and make children aware of them. The personal pronouns have different forms when they are subjects or objects and a third form for possessives (I, me, my). They also have different forms for singular and plural (I, we). Your students will use the various forms correctly most of the time without ever thinking about it, but occasionally problems arise. The

unit on punctuation and usage makes some suggestions for dealing with these.

The verb phrase. The nucleus of the verb phrase is of course the verb. It is the one essential word. Every verb phrase has a verb. It may appear by itself or it may have other verbs before it which serve as helping verbs. We recognize verbs by how they relate to other words. They are words that have several forms, and the form depends on what occurs with them. They may end in -s (or -es) to indicate present tense following a singular noun phrase (The cock crows.); they may end in -ed to indicate past tense or the past participle following the helping verb have (The cock crowed. or The cock has crowed.); they may end in -ing following the helping verb be (The cock is crowing.); or they may appear in their root form after modals (words like will, shall, can, may, etc., as in The cock will crow.) Some verbs form their past and past participle forms in special ways. Examples are see, saw, seen; sing, sang, sung. Many of these irregular verbs, however, are the most common verbs of our language and we use the different forms correctly without thinking about it. So, we recognize verbs both by their endings and by the helping verbs that occur before them. We make no attempt at this level to label the various parts or to formalize rules for using them. We simply want to make students aware of the forms and to give them practice in using them.

Adjectives. Adjectives are words that are found in two different places in a sentence. Most basically they are found after forms of the verb be in the verb phrase. In this position they are sometimes called predicate adjectives. The other place they are found is between a determiner and noun as part of a noun phrase. So we have both The child is cute and the cute child. We simply expose students to this concept in lesson 18, but don't develop it to any great extent.

Other sentence parts. Verb phrases also include parts that follow the verb. With the exception of the adjective we do not take up any of these parts in this unit, but you should be aware of them. What follows the verb depends on the verb. The verb sleep doesn't have to have anything after it (The child sleeps.) But many verbs are followed by noun phrases (The plumber fixed the pipe.) Such noun phrases are called direct objects. As far as sentence structure goes they have a subordinate role in the verb phrase whereas the subject noun phrase is one of the two main parts of a sentence. If we were to show the relation of these two parts on a diagram, it would look like this:



Verbs can also be followed by adverbs which tell when, where, how, why, etc. Adverbs may be single words, such as quietly, or prepositional phrases such as at noon, or even whole clauses, such as when he was here. None of these are involved in this unit, although students will use all of them frequently.

RESUMÉ:

The unit consists of 18 lessons. The first three are devoted to the concept that words go together in an orderly way which we understand intuitively. Lessons 4 and 5 simply demonstrate to students that, without anyone teaching them how, they can make sentences negative or turn them into questions.

Lessons 6 - 9 develop the concept that a sentence must have two parts, a noun phrase and a verb phrase. Lessons 10 - 12 are concerned with learning to recognize nouns. Lesson 13 introduces the pronoun but does not go into much depth. Lessons 14 - 17 deal with the recognition of verbs. Lesson 18 is an introduction to the adjective.

In conjunction with this unit there are two packets on combining sentences which can be used for individualized instruction: "Compound Sentences" and "One Sentence in Another." The first can be used together with the 3rd extension in Lesson 6. The other can be used with Lesson 18. The differences in approach should help you discover which method works best with different children.

TEACHING THE LESSON:

You should not try to teach this unit all at one time. The intent is exposure, not mastery. We believe you can spread it out over the school year, teaching at one time only those lessons that are related. For example, the first three should be taught close together in time because they develop the same concept. Many of the concepts and activities are ones that need to be reinforced many times apart from the lessons themselves and in connection with other activities. For example, the noun list that is started in lesson 10 should be added to all year long. The sentence expansion game first introduced in lesson 7 can be repeated over and over at odd minutes. It should have implications for composition lessons as well as for language. You can call attention to the two parts of the sentence and to nouns, pronouns, verbs, and helping verbs whenever it is relevant in reading or the teaching of other lessons. The object is to make language a living thing related to all other activities. Much exposure should develop a familiarity with sentence structure that will serve as background in later years and make students comfortable in thinking about language. At all times you should refer to what seems right to the student. Remember you are analyzing language as the child uses it; you are not teaching him how to use it. You should not worry about "right" answers but about helping students to explore their language and to find out what they can about it.

Although the unit is designed to be used in both third and fourth grade, you should adapt it to your group. You will go more slowly with third graders, and many third graders will not finish every lesson and you may not want to teach every lesson at that level. We make some

specific suggestions about what to use for your more advanced students in the suggested procedures of individual lessons.

Although this unit does not develop grammar formally, it is based on very clear grammatical concepts and it is important that it be taught as much as possible as we suggest. That is, it is important that contradictory approaches be avoided. We believe that children can learn about sentence structure more easily this way than in the traditional way. To find out, however, we must have it tried out. You are part of the experiment. Remember you are a speaker of English and you know how sentences go together. You don't have to have studied grammar in any depth to teach this unit. We hope you will relax and enjoy it.

For additional background information you will find useful the following books from The Oregon Curriculum: A Sequential Program in English, Holt, Rinehart and Winston, Inc. (1968).

1. Language I, A Self-Instructional Orientation for Teachers
2. Language/Rhetoric I
3. Language/Rhetoric I, Teacher's Guide

MIXED-UP MELVIN'S MAD MONDAY

PURPOSE: To show students that they have an innate sense of order.

MATERIAL: Story, "Mixed-up Melvin's Mad Monday," to read to students.
Twelve transparencies made from the copies in Supplementary Material. (If you can't make transparencies, you should reproduce the pictures in some other way.)
A collection of comic strips which your students can read. These are to be cut up for the extension exercise.

SUGGESTED PROCEDURE:

1. Read the story of Mixed-up Melvin while showing the transparencies on the overhead projector at the places indicated in the story. Read straight through, allowing children to savor the out-of-order dilemma of Melvin, but without any comments.

2. Go back through the story and transparencies and ask such questions as the following:

   Transparency 1 --What is happening here?
   (Note: If children do not understand the meaning of "wrong side of the bed," clarify.)
   Transparency 2 --How did he dress? How would you help him? How do you know this?
   Transparency 3 --What is he having for breakfast? What would you expect him to have? Why?
   Transparency 4 --What would happen if you didn't know how numbers were arranged?
   Transparency 5 --What if you didn't know what order the alphabet should be arranged in?
   Transparency 7 --What would happen if sentences were always mixed up? How do you know what order they should be in?

   and so on, through all the transparencies. The concept to develop is that we operate from the basis of knowing an expected order.

Note: Teach lessons 2 and 3 soon after this one.

POSSIBLE EXTENSIONS:

1. Cut a comic strip up, mount it on tagboard, and place it out of order on a magnetic blackboard, felt board, or on a table. Have students arrange it in the right order.

Or, have students cut out comic strips and trade with other students who will arrange the pictures in order.

Or, have students make their own comic strips, cut them apart, and trade with other students who must put them back in the right order.

2. Have students write a composition on a bad (mixed-up) day in their lives.

Mixed-up Melvin's Mad Monday

(to be read to students while showing a set of transparencies)

One Monday morning, after a very busy weekend, Melvin crawled out of bed on the wrong side. (Transparency #1) And that's how it all began! When he dressed, he put his shirt on first and then his T-shirt. Next he put his pants on and his shorts over them. Last he pulled on his shoes and put his socks over them. (Transparency #2) He did remember to make the bed, but he put the spread on first and the blankets and sheets on top. Then he went to breakfast and this is what he had. (Transparency #3)

Melvin went to school. The first thing he noticed was the number line on the board. (Transparency #4) Then the alphabet. (Transparency #5) When it was time for lunch, Melvin went out to play first, and then came into the cafeteria to eat. Here is what he had. (Transparency #6)

The afternoon was as strange as the morning. These are the sentences Melvin wrote for his teacher. (Transparency #7)

At last school was over. Melvin hurried home. He ate this after-school snack (Transparency #8) before he went outside to play. Melvin played baseball with his friends that day. Usually he was a good pitcher, but his friends chased him out of the game because he kept throwing the ball to second base instead of to the batter. Poor Melvin! He went home and sat down to read a book--but it didn't make much sense (Transparency #9). Dinnertime came at last. This is what Melvin ate for dinner. (Transparency #10)

After dinner Melvin's mother said he had to take a bath, but Melvin bathed with his clothes on (Transparency #11) and took them off afterwards! Then it was time to go to bed. Melvin slept soundly, glad that that mixed-up day was through.

Next morning he got up on the right side of the bed (Transparency #12). He had a marvelous day. Nothing went wrong.

Now Melvin tries to get up on the right side of the bed every morning, so he'll never have another mixed-up Melvin's mad Monday.

LANGUAGE HAS ORDER

PURPOSE: To show students that they can recognize when the words of a sentence have been arranged in the right order.

MATERIAL: Sets of words printed in large block letters on tagboard, one word to a card. The words of each set should make up a simple sentence. The tagboard cards should be fairly large so that they can be read throughout the room. They should be sturdy so that you can use them over and over. The sentences used should include those in Melvin's story (Lesson 1). Have some periods and question marks on cards also. See the sample set in Supplementary Material.

Important: The success of this lesson depends on your having the cards prepared and organized ahead of time.

SUGGESTED PROCEDURE:

Note: This lesson can be taught on the same day as Lesson 1 if you have time, or on a following day. The technique should be used over and over when time permits, with different sets of cards. Eventually you can use more complex sentences.

1. On the back of each card place a small erasable number which refers to the particular sentence the word on the card belongs to. The numbers will help you keep the sets separate.

2. Pass out the cards, one to each student.

3. Call a particular number. The students who have cards with that number will stand up in front of the room, holding their cards so that the other students see the words on them. The other students will then arrange the standing students into an order so that the words make a sentence. If the sentence can be arranged into two sentences, ask if students can see another way to arrange the words and have them do it.

4. Call another number and repeat.

5. Continue as long as time permits.

6. Periodically after sentences have been arranged, and particularly at the end of the lesson, ask

   How did you all know how to arrange the words?

   Did anyone have to teach you how to do it?

Emphasize that this is something they already know how to do.

POSSIBLE EXTENSIONS OR VARIATIONS:

1. After students have studied periods and question marks have one student hold a card with a period and another with a question mark. Have them decide whether the sentence that has been arranged by the other students needs a period or a question mark and automatically get into place.

2. Use two identical sets of word cards and two groups of children. See which group will order itself into a sentence first. Exhaust the possibilities of ordering each word group before calling another group with another sentence.

3. Split the room. Use two identical sets of crrds. See which of two groups can order a sentence fastest and re-order it another way. Give points to side working fastest.

   (Note: Be sure you use groups of words that can be ordered in two ways for this one.)

4. For sentences that can be arranged either as a question or a statement, have identical sets of cards and include a period with one and a question mark with the other to indicate which kind of sentence is expected. See which group can work fastest. List points under a question mark and a period on the board.

5. Students could make their own cards (on small pieces of paper) and trade with a pertner at their seats.

WORD JUGGLE

PURPOSE: To give students follow-up practice in recognizing sentence order and in observing that a set of words may be arranged in different ways to make different sentences.

MATERIAL: Student lesson "Word Juggle" to pass out to each student.

SUGGESTED PROCEDURE:

1. Share with students the idea that they know a lot of things they probably haven't thought of before. For instance, they recognize that a scrambled group of words isn't a sentence, and they know how to arrange it so that it is a sentence.

2. If they have done the units on "Communication Systems" and "Human Language," tell them that they know the human language system, just as the bears knew their system and the robins theirs.

3. Place a scrambled sentence on the board (e.g., the light is cup yellow). Have a student unscramble it and write it correctly for the rest to see.

4. Determine if the same group of words could be made into a different sentence. Write it for all to see. There are many possibilities. Try to get students to find them all.

   The yellow cup is light.
   The light cup is yellow.
   The cup is light yellow.
   Is the cup light yellow?
   Is the light cup yellow?
   Is the yellow cup light?

5. Tell students that what they are doing is preparation for the next activity where they will be working in small groups of four to six people unscrambling sentences and finding as many ways of arranging a group of words as possible.

6. Set a time limit (20 - 30 minutes).

7. When the time has elapsed, share the results from each group with the rest of the children, allowing one point for each sentence. There are at least six possibilities with each sentence. Ask:

   Why did Group ___ have a different way of unscrambling the sentences than Group ___? (Because there are several possibilities.)

What did you do when you unscrambled the sentences? (Put them in the right order.)

How did you know how to do this? (Try to bring out the idea that they know it without being taught because they are humans and they know the system.)

8. Reward the group with the most sentences. (Let them be first to lunch.)

You Already Know It
Lesson 3
Student

Language C - D

WORD JUGGLE

Directions: Make as many sentences as possible out of each of the following groups of words.

1. WATER DEEP STILL THE WAS

2. THAT WHITE PURE IS MILK

3. FAT AUNT PRETTY MY IS

4. SKY BLUE CLEAR IS THE

5. COAT THE WOOL WAS BLACK

6. HOUSE THEIR PLAIN IS GREEN

YOU CAN DO IT (1)

PURPOSE: To demonstrate to students that they know how to make sentences negative.

MATERIAL: Student lesson, "You Can Do It (1)," to hand out to each student.

SUGGESTED PROCEDURE:

1. Put on the board a simple sentence like

   I am humgry.

   Ask, "Suppose I weren't hungry, how would I write it then?" When the answer is given (I am not hungry.) add not to the sentence on the board. Explain that adding not makes the sentence negative.

   Note: Be sure to use sentences that do not require the addition of do. We will work with them later.

2. Ask students what they did each time to make the sentences negative.

   Ask if not could have been added any old place or if it had to go in one special place. To find out you might have students try putting it in various places.

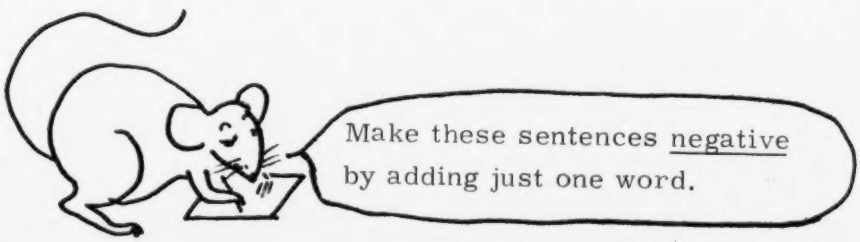
   Ask again "How did you know where to put it?" (Third graders won't be able to verbalize this answer. You raise the question to enforce the concept that they know how because they know the system. They can use it without thinking about it.)

3. Hand out student lesson "You Can Do It (1)" and read the directions with them before they start to work individually.

4. The "Game with Negatives" can be done at another time as a group activity, in small groups, or by individuals. You may want to use it for your faster students who finish the first lesson early. Working in small groups will help the poorer readers and allow them to share ideas in solving the problem. Sentence 10 may be used as an example to show children how a sentence can be made true by adding the word not. Sentence 10 is true because of the not. (The sentences that require the addition of not are 1, 3, 5, 7, 9, 11, and 12.)

Note: Teach lesson 5 soon after this.

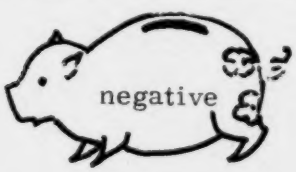
YOU CAN DO IT (1)



Example: This is a good book.
This is not a good book.

1. The horse was brown.
2. She can come.
3. You must be hungry.
4. The man will say when to go.
5. Her friends will play the game.
6. You are going with me.
7. Mt. Hood is a snowy place.
8. On the way to the airport we will see many red cars.
9. The hill is very high.
10. I have read Charlotte's Web.

A word for your word bank:



A GAME WITH NEGATIVES

Peter Possum thinks this game will fool you. Some of the sentences below are true. Some of them are too silly to be true. Decide which ones are true and which ones are false. THEN, make all the sentences true by adding just <u>one</u> word to the false sentences. Add the same word each time. Can you guess what it is? It has three letters.

1. Your lips are part of your arm.
2. Cows give milk.
3. Oranges are dug from a mine.
4. Whales live in the ocean.
5. Boys should wear dresses to school.
6. Puppies are baby dogs.
7. A bathrobe is what you wear in the bathtub.
8. When winter comes it is cold.
9. Oysters can grow on oak trees.
10. Snakes do not need shoes.
11. Third grade girls can grow mustaches.
12. To eat like a pig means you have used good table manners.

YOU CAN DO IT (2)

PURPOSE: To demonstrate to students that they know how to make questions.

MATERIAL: Student lesson, "You Can Do It (2)," to hand out to each student.

SUGGESTED PROCEDURE:

1. Remind students that they know how to do many things with their language that they have probably never thought much about. They know how to do them with no one telling them how. For example, in the preceding lesson they discovered that they all know how to make sentences negative. You might want to ask if they remember how to do it. (By adding not.)

2. Put on the board a simple sentence such as

   The balloon has popped.

   Point out that this sentence makes a statement. It simply tells us something. Then ask if someone can rewrite this sentence as a question that we would answer with yes or no. Have him write it opposite the statement.

3. Do the same thing with several more statements. Be sure you use sentences that can be turned into questions simply by moving the first word in the verb phrase. That is, don't use sentences that require the addition of do. The following are possibilities:

   George will carry the ball.
   The little bird is learning to fly.
   The cat has crawled up the chimney.
   We can have icecream for lunch.

   Leave all the sentences and the questions on the board.

5. When you have several statements and their related questions on the board, ask

   How many words did we move to make the question each time?

   Does it matter what word was moved?

Experiment by moving other words to show that it is always a specific word. Then ask, once again, how it is that we all know how to make questions. Emphasize that we know the system without even thinking about it.

6. Hand out page 1 of the student lesson "You Can Do It (2)" and read the directions with the class before they start to work individually. As soon as they have finished the lesson, have them exchange papers with a partner and compare their answers. Find out then how much agreement there was in the whole class. The fact that we all make questions in the same way shows that we all use the same system.

Note: Page 2 is a supplementary exercise to use for 4th graders or very advanced 3rd graders. All of the questions require the addition of some form of the verb do.

You Already Know It
Lesson 5
Student

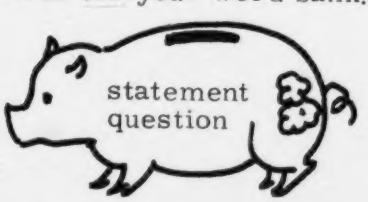
Language C - D

YOU CAN DO IT (2)

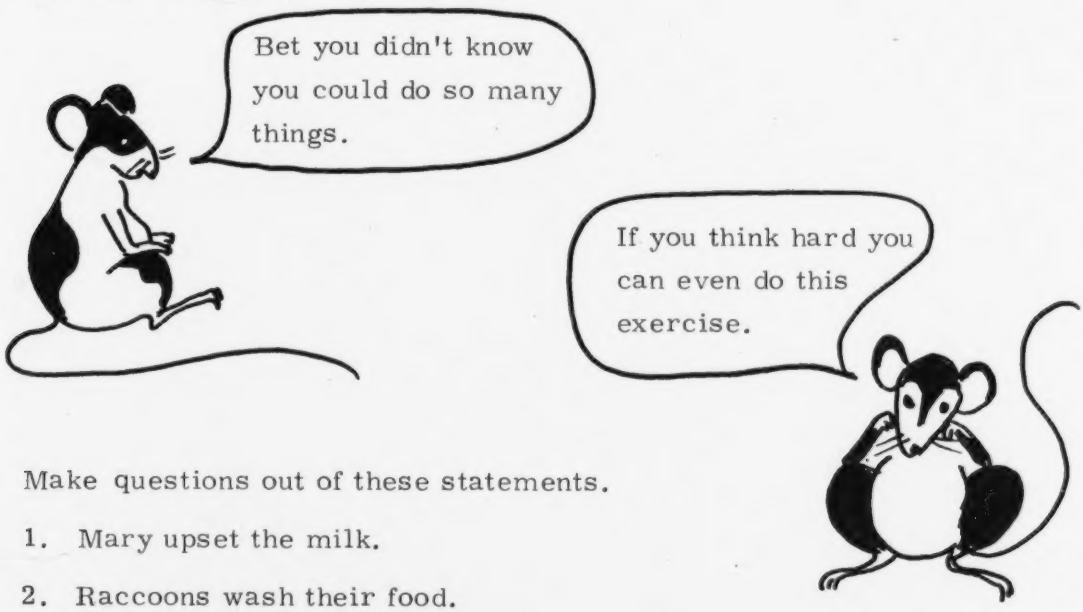
Make questions out of each of the following by moving just one word. Write your questions on another sheet of paper.

1. The baby chickens are hatching.
2. The mouse has found the cheese.
3. Your milk carton is leaking.
4. The bell will ring soon.
5. The gulls were sitting on a log.
6. My baby brother can talk.
7. I could pick the flowers.
8. The last one out should close the door.
9. I am swimming underwater.
10. The games are in the cupboard.

Words for your word bank:



For hard thinkers:



Make questions out of these statements.

1. Mary upset the milk.
2. Raccoons wash their food.
3. George loves ice cream cones.
4. The players played "The Star-Spangled Banner."
5. Seven boats went under the bridge.

To make questions to go with these sentences I had to add _____, _____, or _____.

A SENTENCE HAS TWO PARTS

PURPOSE: To show students that a sentence consists of two parts.

MATERIAL: Student lesson 6 "A Sentence Has Two Parts" to be done individually and then discussed.

Tag cards with NP's and VP's on them to be used in the extension. A sample is in Supplementary Materials.

SUGGESTED PROCEDURE:

1. Begin by reminding students that they all know how to make sentences. To illustrate, ask for a few volunteers to give you some sentences. Emphasize that they already know how. Then say that in this lesson they will learn something about what they do when they make a sentence.

2. Put on the board a single-word noun phrase, such as "dogs," that can serve as the subject of a sentence. Ask

   Is this a sentence or just a part of a sentence?

   Can someone add something to it to make it a sentence? (You may get a variety of suggestions. Choose a single-word verb phrase, if it is suggested, or select one of your own and write it after "dogs.")

3. Point out that you now have a sentence. Ask how many parts it seems to take to make a sentence. Be sure to use the term parts, not words. Draw a line between your two parts and put numbers over them to emphasize the two parts. For example,

   1 2
   DOGS / BARK

4. Ask students to suggest something that could be substituted for "dogs" in the first part and still make a sentence. Write the suggestions underneath "dogs," each time repeating "bark" and drawing the dividing line to emphasize the two-part structure. For example,

   1 2
   DOGS / BARK
   SEALS / BARK
   PUPPIES / BARK
   LIONS / BARK
   TIGERS / BARK
   etc.

Note: You may get suggestions for substitutions with more than one word. Accept them, pointing out that each part can have more than one word.

5. Do the same for the second part. That is, ask for substitutions for bark and write each one under bark.

   Your two lists might look like this:

1	2
DOGS	BARK
SEALS	BARK
PUPPIES	BARK
LIONS	BARK
etc.	

1	2
DOGS	BARK
DOGS	EAT
DOGS	BITE
DOGS	DIG HOLES
etc.	

6. Point out that together you have made many different sentences by putting two parts together. In some, the first part is the same. In others the second part is the same. Ask

   Could we make some other sentences by picking one of the first parts and putting it with another second part?

   Spend a little time having students make some other sentences by combining various first parts with various second parts. For example

1	2
SEALS	EAT
LIONS	BITE
PUPPIES	DIG HOLES
etc.	

7. Pass out student sheets. Read the directions aloud and make sure they are understood. Then divide the class into pairs to work out the exercise. Afterwards have each pair read some of their new sentences.

Note: Lessons 8 and 9 should be taught fairly close to this one.

POSSIBLE EXTENSION:

1. Put very short sentences (preferably two-word) on tag board in large block letters. Cut each one up between the NP and VP. Pass out the cards and have students find a partner by finding a card that will go with his to make a sentence. Then have each pair write new sentences by substituting, first for one part and

2. then the other. The object would be to see which pair could make the most.

2. This idea could be used over and over with increasingly complex sentences. It could be used as a device for choosing partners for other activities.

3. Note: The following extensions should be used with your more advanced students. You might want to save them for later in the year. They deal with combining simple sentences into compound sentences. This concept is also developed in the individualized packet "Compound Sentences" which appears separately. You could use these extension games and follow up with the packet.

Have a set of cards with noun phrases and verb phrases which will produce sentences on related topics. Also have some cards with and on them. These cards might be made in the shape of a link of chain.

Hand out two noun phrases and two verb phrases to four children and have them get together to form two sentences. Then hand a card to another child and have him make one sentence by linking the two together.

After you have done this several times, combine the cards into sets so that each set includes two simple sentences and a conjunction. Pass the sets out and have each group having a set form a combined sentence.

An alternative would be to hand out noun phrases, verb phrases, and cards with and so that every child has a card. The noun phrases would first join with the verb phrases and then the children with conjunctions would get together with those who had formed two sentences to make a combined sentence. The five students who finished first would win.

Here is an extension exercise you could ditto and hand out to advanced students:

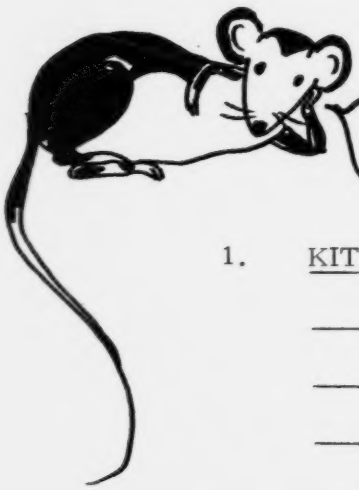
Make four sentences by joining each of the noun phrases in this list to a verb phrase.

THE MOUSE	BROUGHT POP
GEORGE	WAS WAITING
THE CAT	BROUGHT COOKIES
THE TEACHER	PEAKED OUT

Now make two sentences out of your four by combining them in pairs and adding <u>and</u>.

After students have made the sentences, have them read them with the class. Answers will vary since several combinations are possible. In fact 16 simple sentences and 64 compound sentences could be made out of these four noun phrases and verb phrases. The great variety should show students something about the unlimited possibilities of language.

A SENTENCE HAS TWO PARTS



I bet you can complete the sentences in each group by filling in the blanks.

1. KITTENS | SLEEP
   _____ | SLEEP
   _____ | SLEEP
   _____ | SLEEP

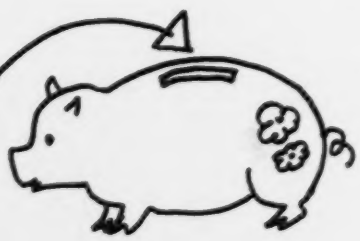
2. BOYS | RUN
   BOYS | ____
   BOYS | ____
   BOYS | ____

3. JACK | LAUGHS
   _____ | LAUGHS
   _____ | LAUGHS
   _____ | LAUGHS

4. THE MICE | SQUEAK
   THE MICE | _____
   THE MICE | _____
   THE MICE | _____

A word for your word bank:

substitute



WE NEED BOTH PARTS

PURPOSE: To provide additional exposure to and practice with the two-part structure of the sentence.

MATERIALS: Student lesson, "We Need Both Parts," with two exercises to pass out to students.

SUGGESTED PROCEDURE:

1. Put on the board a two-word sentence such as "Dogs bark." with a line dividing the two parts and the parts numbered:

   1 2

   DOGS / BARK

2. Ask students to think of some words that can be added to the first part while keeping the second part the same. You can begin as an illustration by adding the:

   1 2

   THE DOGS / BARK

   Then if further illustration is needed, add something like big:

   1 2

   THE BIG DOGS / BARK

   Have students volunteer additional additions. Write each expanded NP below the others, keeping the dividing line even: For example,

   1 2

   THE BIG BLACK DOGS / BARK
   THE BIG BLACK HAIRY DOGS / BARK
   THE BIG BLACK FIERCE HAIRY DOGS / BARK
   THE BIG BLACK FIERCE HAIRY DOGS WITH COLLARS / BARK

   With each addition emphasize that there are still only two parts, but one part is getting bigger and bigger. However, without the second part, we wouldn't have a sentence. To illustrate this point, cover up bark and let students see what is left.

3. Repeat this process with the second part of the sentence. Start again with the simple two-word sentence and have students think

of ways to expand the second part. If you need an illustration, start with something like loudly. Help students to think of other additions. Accept anything that can legitimately be in the verb phrase and write it down, trying to keep the dividing line straight. Your list might look like this:

1 2

DOGS / BARK LOUDLY.
DOGS / BARK LOUDLY AT NOON.
DOGS / BARK LOUDLY AT NOON IN THE YARD.
DOGS / MIGHT BARK LOUDLY AT NOON IN THE YARD.

Again at each step emphasize that no matter how long the second part gets, we still need the first part to make a sentence. Illustrate this by covering up the first part.

Note: Some students may suggest compound verbs such as "Dogs bark and bite." Accept these too. They are verb phrases.

4. When you have listed a variety of expanded noun phrases and verb phrases, have students experiment making other sentences by matching different noun phrases and verb phrases. Some of the possibilities with the list above are

1 2

THE BIG BLACK HAIRY DOGS / BARK LOUDLY AT NOON
THE BIG BLACK DOGS / BARK LOUDLY AT NOON IN THE YARD
etc.

5. Finally ask something like

Does it matter which of our two parts comes first?

Could we take one of the second parts and use it first?

Try a few examples to help students see that the noun phrase part comes first. Up to this point you have not given any name to the two parts.

BARK / THE BIG HAIRY DOGS
BARK LOUDLY / THE BIG DOGS

Remember that up to this point you have not given any name to either of the two parts.

6. Pass out the student lesson, "We Need Both Parts," and read the directions. These exercises can be done individually, but follow up with oral discussion so that children may share their findings. The second exercise should show them that they can recognize

the first part of a sentence even when someone is trying to fool them. (In the first exercise the first parts come from Group I, but in the second the first parts come from Group II.)

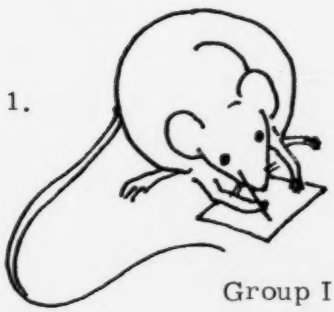
Note: Although students will probably match the parts that have words beginning with the same sounds, it is not important whether they do or not. The important thing is that they understand that it takes two different kinds of parts to make a sentence, and that one kind ordinarily comes before the other. By combining the parts in different ways, many different sentences can be made.

POSSIBLE EXTENSION:

1. For students who like to play with language, have sheets prepared, each with a two-word sentence on it. Divide the class into groups and hand each group a sheet. They are to expand the sentence on their sheet in as many ways as possible. Set a time limit and at the end have students report on the sentences they made. Give one point for each successful expansion.

WE NEED BOTH PARTS

1.

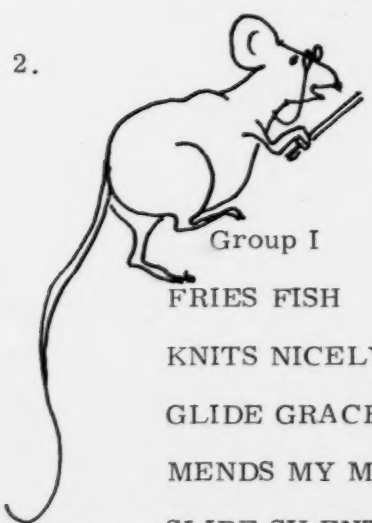


Make sentences by joining a part from Group I to part in Group II. Write your sentences below.

Group I	Group II
FROZEN FINGERS	SELL SEASHELLS
GREAT GREEDY GHOSTS	WAIL WEIRDLY
SAILORS	GROAN GRUESOMELY
WILD WOOLY WOLVES	SEEM SILLY
SOME SISTERS	FEEL FUNNY

A sentence has _____ parts. The first part of my sentences came from Group _____.

2.



Make some more sentences by joining a part from Group I below to a part in Group II. Don't let this fool you.

Group I	Group II
FRIES FISH	MOTHER
KNITS NICELY	SLIM SNAKES
GLIDE GRACEFULLY	GRAY GEESE
MENDS MY MITTENS	NEITHER NIECE
SLIDE, SILENTLY	FRED'S FRIEND

A sentence has _____ parts. The first part of my sentences came from Group _____.

THE MISSING PARTS

PURPOSE: To provide practice in recognizing the two parts of a sentence and in distinguishing between them.

MATERIAL: A list of the noun phrases and verb phrases on the next page to be put on a transparency for the overhead, or in some other way reproduced. You could copy it on the board, if a transparency is not possible. Use block letters with no punctuation. Leave ample room between each item so that students can write after each one, perhaps enough room for five additional sentences. A copy is found in the Supplementary Material.

SUGGESTED PROCEDURE:

1. Remind students that sentences have two parts, each of which may consist of one word or more.

2. Place the transparency on the overhead. Read the first item and ask

   Is this a sentence? (No.)

   Would you use it for the first part or the second part? (first part) What part is missing? (second part)

   Can you think of a way to fill in the missing part and make a complete sentence? (Answers will vary. It should be a verb phrase.)

3. Have a student volunteer to write the missing part in right on the transparency or board. Then allow several other students to write their suggestions for the missing part. Since the part that is missing is the verb phrase (second part), students should make their addition to the right of the item.

4. Continue in the same way with each of the items. For those items in which the noun phrase (first part) is missing, students should write to the left of the item. For those which are already complete sentences, have students decide which is the first part and which the second, and have someone draw a line between the two. You might then ask for suggestions for expanding the parts of the complete sentences. (1, 5, 7, and 11 are noun phrases. 3, 4, 9, and 10 are verb phrases. 2, 6, 8, and 12 are already complete sentences.)

The following items should be put on the overhead or reproduced on the board. See copy in Supplementary Material. Use large block letters so that punctuation won't give the answer.

1. THE UGLY DUCKLING
2. KANGAROOS HOP
3. CAUGHT THE BALL
4. FED THE HAMSTER
5. A FISHWORM
6. CATS MEOW
7. SOME SPIDERS
8. CHILDREN PLAY
9. JUMPED DOWN
10. PULLED THE TOOTH
11. THE BARBER
12. THE CLASS SAT STILL

NOUN PHRASE + VERB PHRASE

PURPOSE: To introduce the terms noun phrase and verb phrase and to reinforce the concept that many noun phrases can occur with the same verb phrase and vice versa.

To provide practice in matching noun phrases and verb phrases.

Indirectly this practice will reinforce several concepts:

1. Each of the two parts (noun phrase and verb phrase) are units.
2. Parts that can be used in the same way are the same kind of parts.
3. The noun phrase must come before the verb phrase.

MATERIAL: Student lesson, "Noun Phrase + Verb Phrase," to be passed out to each student.

SUGGESTED PROCEDURE:

1. Begin by asking students if they would like to have a name to call the two parts of a sentence.
2. Pass out the student lesson. Read the first page and discuss the concepts expressed in the cartoon. Write Noun Phrase and Verb Phrase on the board.
3. Read the directions for the written part of the exercise. Have your students choose partners and have each pair of partners choose another pair to compare their work later.
4. After students have completed the exercise and compared their results with those of the other pairs, call the whole group back together to share results. Have as many students as possible read their sentences aloud. Help them see that a variety of different ways of matching the two parts is possible but in each case a noun phrase is joined with a verb phrase. A noun phrase can occur with many different verb phrases, and a verb phrase with many different noun phrases.

   This first noun phrase, one of the two main parts of a sentence, is sometimes called the subject of the sentence (see teacher introduction p. 2). Use your own judgment about when to introduce the term. It would probably be confusing here, but there

will be times when you'll want to refer to it. At that time remind students that it is a noun phrase. It may come up when a student discovers that there can be noun phrases within the verb phrase.

NOUN PHRASE + VERB PHRASE

The first part of a sentence is called a NOUN PHRASE.

I wonder what you usually call the other part of the sentence

The second part of a sentence is called the VERB PHRASE.

NOUN PHRASE
+
VERB PHRASE
that makes a SENTENCE!

Here are some sentences divided into two parts. Make some new sentences by drawing lines from parts on side 1 to parts on side 2. Write five of the new sentences on a different piece of paper.

1	2
THE BUSY LADY	JUMPED UP
THE CLOWN	CARRIED THE SACK
THE LITTLE MAN	STARTED TO SMILE
THEN THE POOR QUEEN	SAT IN THE CORNER
A LARGE CHAIR	ATE MY LUNCH
HIS SPOTTED DOG	SANG A TUNE
THE BASHFUL HUMBUG	HAD CAST THE SPELL
SOME WICKED WITCH	LIVED IN THE HOUSE
MANY SPOOKY GHOSTS	WENT FOR A WALK
THE THREE BEARS	RODE HOME

When you have finished, share your sentences with your partner. Are your sentences just like your partner's? You and your partner get together with another pair of students and share your sentences. Find out if yours are like theirs.

NOUNS

PURPOSE: To help students begin to recognize nouns.

MATERIAL: Long piece of paper. A piece of wrapping paper or butcher paper would do.

SUGGESTED PROCEDURE:

1. Begin by reminding students that the two parts of a sentence are called noun phrase and verb phrase.

2. Write a simple sentence on the board with the determiner out of place. An example might be

   CAT CAN PURR THE

   Ask a student to read the sentence and ask if there is anything out of place, and if so, where it should be. Students will instinctively tell you that the should come before cat. If not, try rewriting the sentence several times, each time moving the closer to cat until you have it in front of it:

   CAT CAN THE PURR
   CAT THE CAN PURR
   THE CAT CAN PURR

   Emphasize that cat is a word that belongs with the.

3. Repeat the process with several other simple sentences in which the noun phrase includes the, always having the out of place and having students tell you where it belongs. Each time emphasize that the seems to go with certain kinds of words, and not with others. Some examples to use are

   DOGS RUN THE
   BELL HAS RUNG THE

4. Draw a line between the NP and VP of the rewirtten sentences and ask students if the is part of a noun phrase or of the verb verb phrase. Then again emphasize that the goes with a word in the noun phrase. Explain that all the words that the moved in front of are called nouns.

5. Ask if students can think of some other words that go with the. Put on the board the following sentence with a blank and ask students to suggest words that could fit in the blank.

   THE _____ / IS HERE.

Write the suggestions in a row right under the blank. Then tell students again that words that belong with the are called nouns. All the words they suggested for the blank are nouns. Also point out that nouns are naming words--naming words that go with the.

6. Then point to some objects in the room, such as a desk and a book. Ask

   What are the words we use to talk about these things?

   Are these words that the will go with?

   Tell students that

   Nouns are naming words that the goes with.

7. Divide the class into groups. Each group should select one member to be a recorder. Also divide the room into areas. Each group will spend a specified number of minutes in each area until each group has been in each area. While in an area the group will list the names of as many objects as they can see. The recorder will write the list down. When the room has been covered by all groups, have each recorder report on what was listed and you write the words in large block letters on a very long piece of paper that can be mounted in front of the room. Be sure to try the before each one. Explain again that words which go with the are called nouns. Head the list NOUNS.

   The size of your groups and the number of areas and the time alloted to each group depends on the size of your class, the room, and the number of objects in the room. An alternative would be to assign one group to only one area and compile the list on the basis of that.

8. Keep the list posted, and add to it from time to time. Let students add to it as they discover more nouns. Eventually you will want to ask if there are nouns that name things we cannot see. For example, ask "Does the go with the word noise? Can we say the noise? Is noise a noun? (The answer is yes to all three questions.)

Note: Lessons 11 and 12, and perhaps 13 also, should be taught fairly close together.

POSSIBLE EXTENSION:

1. Allow groups of two, after making some ground rules, to visit other classrooms, the cafeteria, the gym, etc., to see if they

can find more nouns. They report back in a prescribed length of time and add to the list.

2. Some students may want to continue listing words at home.

THE GOES WITH NOUNS

PURPOSE: To help students discover some determiners besides the.

MATERIAL: Student lesson, "The Goes with Nouns," to pass out to each student.

SUGGESTED PROCEDURE:

1. Pass out the student lesson and read the directions with your whole class to make sure everyone understands that the blanks are to be filled with words that can substitute for the. In items 1 - 5 they are given examples of a determiner to substitute for the. In items 6 - 10 they are free to select any that occur to them. Their instinctive knowledge of the language will lead them to the right answers.

2. After students have completed the exercise let them share with the whole class the words they substituted. In items 6 - 10 it will be interesting to see what determiners they use. Anything that will fit in the blank will be a determiner. List all those suggested on the board.

3. Conclude by asking

   What is one way to tell a noun?

   What kind of word goes with nouns? (the, or words that substitute for the)

4. Depending on the ability of your class you may or may not introduce the word determiner at this time.

THE GOES WITH NOUNS

Words we use THE in front of are called NOUNS. Can you think of some other words to substitute for THE? Here are some. Fill in the blanks.

1. The dogs ran away.
   Some dogs ran away.

   The boys play ball.
   _____ boys play ball.

2. The girl jumps rope.
   A girl jumps rope.

   The boat floats.
   __ boat floats.

3. The horses trot.
   Most horses trot.

   The lions roar.
   _____lions roar.

4. The apple is good.
   An apple is good.

   The elephant is big.
   ____elephant is big.

5. The hats are for your head.
   All hats are for your head.

   The birds can fly.
   _____birds can fly.

What words do you know that will fit the blanks below?

6. A mouse is small.
   ___mouse is small.

7. That mountain is big.
   _____mountain is big.

8. This house is green.
   _____ is green.

9. A tree grows in the yard.
   _____tree grows in the yard.

10. My mother is a good cook.
    _____mother is a good cook.

ONE OR MORE THAN ONE

PURPOSE: To introduce students to the concept that nouns are either singular or plural.

MATERIAL: Student lesson, "One or More Than One," with six pages for each student.

SUGGESTED PROCEDURE:

1. Pages 1 and 2 of the student lesson should be done in a single lesson, orally. Have students take turns reading, and take time to discuss each concept and to have students fill in the blanks.

   page 2: Cat means one cat. Cats means more than one cat.
   House means one house. Houses means more than one house.

   Call attention to the way plural nouns are formed.

2. Page 3 can be done at the same time or later depending on the attention span of your students. With this page, differing reading abilities will require some sort of sharing, either through grouping or partners or as a whole group, before students do the work individually.

3. After they have worked through the page have a follow-up discussion to share answers. (The word nouns goes in the blank in the first balloon. Plural goes in the blank in the third balloon. The blanks in the exercise at the top of the page should be filled with the words cats, boys, houses, dogs, and children. You may want to call attention to the fact that a few nouns, like child, have a special way to form plurals. The blanks at the bottom should be filled with plural nouns from the list. Answers can vary. Possibilities are 1) kittens; 2) dogs; 3) sisters; 4) houses, fences; 5) dresses; 6) babies.)

4. Page 4 is a review exercise. It should be used whenever you feel it is appropriate. It provides you an opportunity to reinforce the concepts that have been developed. (The answers required are: One way to tell a noun is: to see if it will go with the. Another way to tell if a word is a noun is: to see if it has a form to show one and another form to show more than one. The part of the sentence that usually comes first is the noun phrase. The part that usually comes last is the verb phrase.

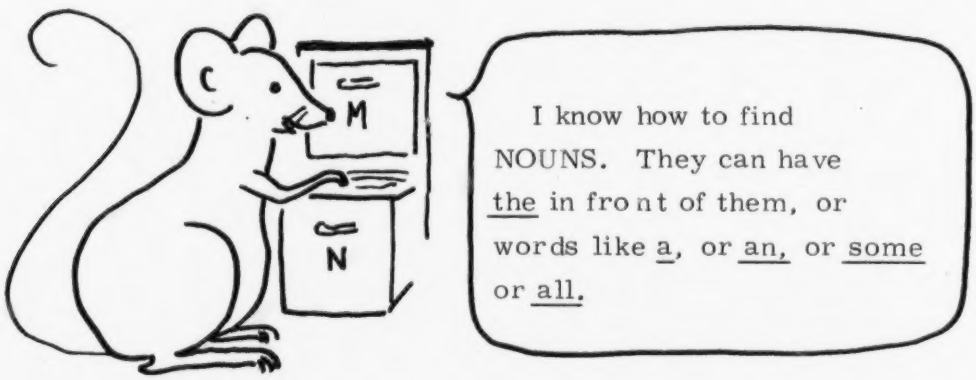
5. Pages 5 and 6 are supplementary pages to have fun with. Pass them out whenever you want a change of pace and have students fill in the blanks. Then talk about how they knew how to make the nouns plural. They will have no trouble supplying the plural forms (blicks, drelbs, purseys, quirks, nessies, gizzles, sliffles, gleeps, and zeppos) because they intuitively know the rule. You may need to read the names of the make-believe creatures however.

POSSIBLE EXTENSIONS:

The concept of one and more than one can be reinforced from day to day as you work with language. There will be many opportunities to ask about nouns: Is this a noun that means one, or does it mean more than one?

Another way to reinforce the concept would be to have students pick out plural nouns from their list at the front of the room. Or if there are none, have them tell what some of the plural forms would be. The plural forms could be listed after the singular.

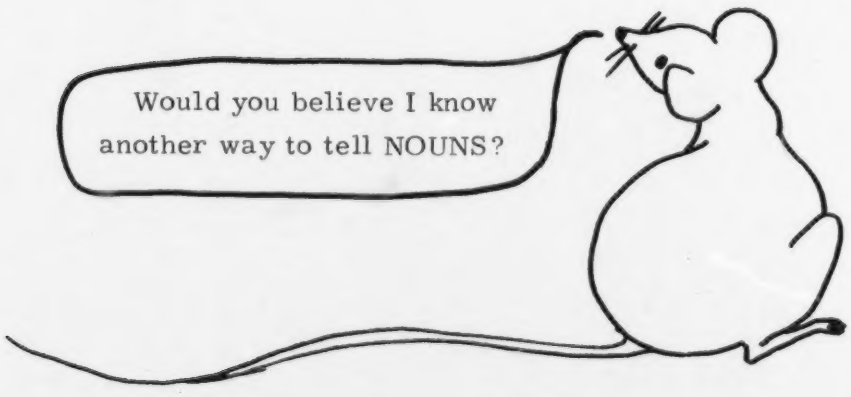
ONE OR MORE THAN ONE



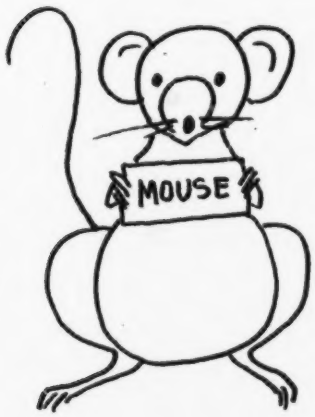
THE ALL

SOME

AN A



Nouns are words that we put the with. Nouns are also words that mean one or more than one.



These are nouns:

the boy

that cat

this house

a bush

These are nouns too:

the boys

those cats

these houses

some bushes

Boy means one boy. Boys means more than one boy.

Cat means _____cat. Cats means_____ _____ _____ cat.

House means one _____. Houses means _____ _____ _____ house.

_____have endings to show more than one. Make these nouns mean more than one:

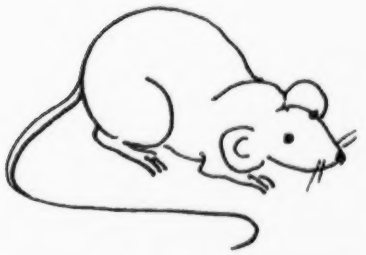
One	More than one
cat	_____
boy	_____
house	_____
dog	_____
child	_____ (Don't let this one fool you.)

Nouns that show more than one are called plural. Draw a ring around the plural nouns. (Can you find more than 15?)

Bushes Kittens Cow
Desk Fences Boots Dresses Cats
Houses
Cars Geese Dishes Pigs Man Sisters Gate Rat
Babies Chairs Dogs Bug Mouse Pencils
Mice

_____means more than one. Fill in the blanks below with plural nouns. (The words above will help you.)

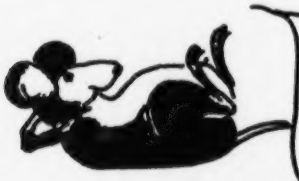
1. My cat has four _____.
2. The _____ bark at each other.
3. My twin _____ share a bedroom.
4. The _____in our block have _____.
5. Boys don't like to wear _____.
6. _____drink from bottles.



One way to tell if a word is a NOUN is:

Another way to tell if a word is a NOUN is:

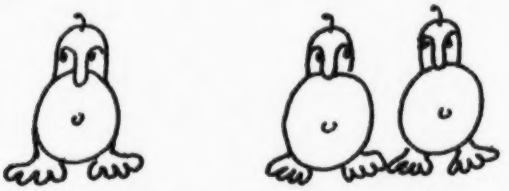
A sentence has _____ parts.



The part of the sentence that usually comes first is the _____ phrase.

The part of the sentence that usually comes last is the _____ phrase.

Can you make these nouns mean more than one?



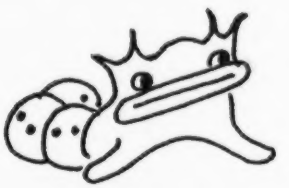
This is a BLICK and here are two _____.

One PURSEY is funny.

Two _____ are funnier

Can you see the NESSIE?

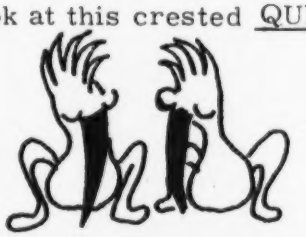
Here are two more _____.



Here is a DRELB.

And here are two _____.

Look at this crested QUIRK



These _____ are shy.

Here is a two-armed GIZZLE.

And here are two more _____.

Draw a picture of a gruesome GLEEP.

Now draw another picture of two gruesome _____.

PRONOUNS

PURPOSE: To introduce students to pronouns and show them that pronouns can occur in noun phrases instead of nouns.

MATERIAL: Student lesson, "Pronouns," which consists of three pages to work together and one page to be worked individually or with partners plus a supplementary page for 4th graders.

Tagboard cards, some with noun phrases and some with pronouns for the expansion exercise. Sample in Supplementary Material.

SUGGESTED PROCEDURE:

Note: Teach this lesson when you are satisfied that students have a good grasp of nouns and noun phrases.

1. Pass out pages 1 and 2 of the student lesson. Read them through with your students, helping them to fill in the blanks as you come to them. (The answers for page 2 are: 1) he; 2) she; 3) they; 4) it; in balloons: I and you.)

2. Go back and make a list of the words used to fill in the blanks. Explain to students that they were using these words instead of nouns; they are called pronouns. Emphasize that they knew what pronouns to use without anyone telling them. This is because they already know the system.

3. Then either individually or with partners have students read page 3 and fill in the blanks. When they are through, have a follow-up discussion of their choices. In some cases they may disagree, and agreement is not essential. The important thing is for them to discover what pronouns are and that they use them instinctively without giving it much thought. The logical choices are these:

   Miss Davis is our teacher. She is twenty-five years old. She is not married, but she has a boy friend. He is in the Army. They are going to get married when he gets out.

   My mother is a good cook. She makes my favorite food--spaghetti. Nobody else can cook like she can. My dad is good at baseball. We play catch together. He can bat the ball a long way. I can't bat it as far, but someday I will when I grow up.

4. Page 4 is a review sheet to conclude with. (Answers: two; noun phrase; verb phrase; noun phrase, verb phrase; pronouns; They; pronouns.)

5. Page 5 is a supplementary part for 4th graders or advanced 3rd graders.

POSSIBLE EXTENSIONS:

Write noun phrases on tagboard cards in large block letters. On other cards write pronouns, one to correspond to each of the noun phrases. Pass out the cards and have students try to find the person who has a pronoun that can replace the noun phrase on his card.

Another possibility would be to pass out cards with noun phrases on then. Then divide the class into teams. The members of each team would go to the board in turn and write the pronouns that could be used to replace the noun phrases on their card. The team that finishes first wins.

Have students try to write a paragraph without using any pronouns, to discover how necessary they are and how dull our language would be without them.

You could also provide a simple paragraph with no pronouns and have students rewrite it using pronouns in place of many of the nouns.

PRONOUNS

Sometimes a noun phrase doesn't have a NOUN in it!
You have to be kidding. Then how can it be a NOUN phrase?
You can use other words instead of nouns. Take a look on the next page!

1. Joe is going to the market.

   He is going to the market.

   The boy is combing his hair.

   _____ is combing his hair.

2. Mary likes to roller skate.

   She likes to roller skate.

   The girl can swim in deep water.

   _____can swim in deep water.

3. My parents went to a show.

   They went to a show.

   My friends live next door.

   _____live next door.

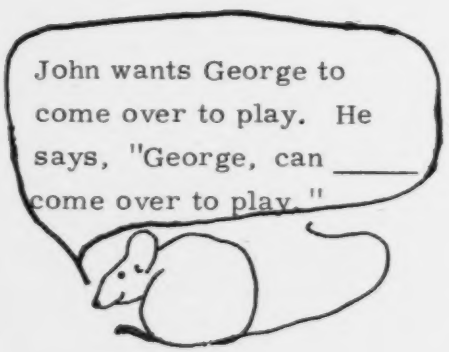
4. The ball is lost.

   It is lost.

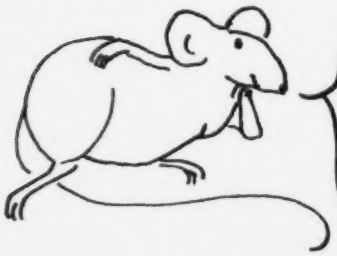
   The bus broke down.

   _____ broke down.

One of the most important words you use in place of a noun is spelled with only one letter. You use it when you are talking about yourself. Can you guess what it is?_____



John wants George to come over to play. He says, "George, can _____ come over to play."

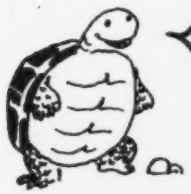


Whoops! Some words are missing. Can you fill them in? Don't use nouns. Use something in place of a noun.

Miss Davis is our teacher. _____ is twenty-five years old. _____ is not married, but _____ has a boy friend. _____ is in the Army. _____ are going to get married when _____ gets out.

My mother is a good cook. _____makes my favorite food--spaghetti. Nobody else can cook like _____ can. My dad is good at baseball. _____ play catch together. _____can bat the ball a long way. ____ can't bat___ as far, but someday _____ will when _____ grow up.

Those missing words are ones you use all the time. They are PRONOUNS!

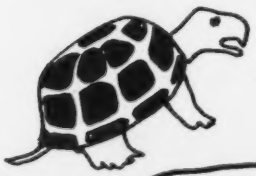


A sentence has _____ parts.

A _____ phrase

and a _____ phrase

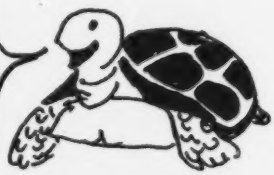
The _____ phrase usually comes first



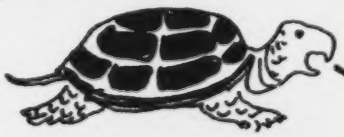
And the _____ phrase usually comes last.

PRONOUNS take the place of nouns sometimes.

Words like I and SHE and HE and THEY are _____



PRONOUNS
take the place
of NOUNS!
_____take the place of nouns.



What takes the place of nouns?

_____
take
the place of nouns.

We sure hope you remember this.

A. Here are some turn around sentences. Fill in the blanks in the second sentence of each pair:

1. James sees John, and John sees James

   I see John, and John sees _____.

2. George likes Mary, and Mary likes George.

   He likes Mary, and Mary likes _____.

3. The girls played with the boys, and the boys played with the girls.

   They played with the boys, and the boys played with _____.

4. Katy knows the teacher, and the teacher knows Katy.

   She knows the teacher, and the teacher knows _____.

5. Our friends live by the captain, and the captain lives by our friends.

   We live by the captain, and the captain lives by _____.

B. Fill in the blanks in the following:

John has a book. It is John's book.

I have a book. It is _____ book.

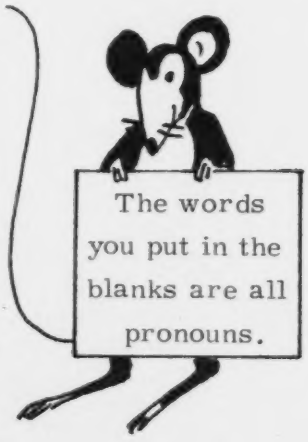
Mary has a book. It is Mary's book.

She has a book. It is _____ book.

He has a book. It is _____ book.

We have a book. It is _____ book.

They have a book. It is _____ book.



Aha! Pronouns must have several forms.
That's right. There is one form when the pronoun comes before the verb.
And another form when it comes after the verb?
Yes, and still another when it is possessive.
And you already know how to use all of them !
The other forms of I are _____ and my.
And the other forms of _____ are him and his.

Bet you can complete this chart by filling in the blanks.

I	_____	my
_____	him	his
_____	us	_____
they	_____	their
_____	her	her
we	_____	our

VERBS GROW AND CHANGE

PURPOSE: To help students learn to recognize verbs.

MATERIAL: Student lesson, "Verbs Grow and Change," with four pages.

Long piece of paper for a verb list.

SUGGESTED PROCEDURE:

1. Pass out pages 1, 2, 3 of the student lesson. Read page 1 with your students, stopping to remind them of what they know about nouns, and to ask such questions as:

   How do you tell that a word in a noun?

   How do you think a verb phrase gets its name?

   What do you think a verb is? (The answers to the last question can only be conjecture. Use it only to motivate the next part of the lesson.)

2. Work through pages 2, 3 with your whole class, having them look at the first two frames and find the word that grows or changes in the second one (play). Ask if students can describe how it has changed (-ing has been added). Then ask students to make a word in the third frame grow to fit the blank in the fourth. Continue through the page, having students fill in the blanks in the second pair of each row to match the changes in the verbs in the first. Their instinctive knowledge of the language should help them do this with little trouble. Emphasize that they already know how. (Answers: 1) working, 2) purrs, 3)smells, 4) stops.)

3. Pass out page 4 and read the material in the three balloons. Then ask students to fill in the blanks, working either individually or in pairs. Have a follow-up class discussion to compare results. Point out that in some cases they have two blanks to fill if the words grew in two ways.

   1. play - playing
   2. work - working
   3. jump - jumps / jumping
   4. purr - purrs / purring
   5. bark - barks / barked
   6. smell - smells / smelled
   7. think - thinks / thinking

8. stop - stops
stopping

The words are verbs.

Emphasize that the words they have been working with are verbs because they can grow or change in these various ways.

4. You might like to start a verb list on a long sheet of paper to correspond to your noun list. Head it VERBS and write the verbs in large block letters, using the root form. Add to it whenever you talk about another verb and encourage students to add verbs to it when they discover that a word is a verb. Always be sure to test it by seeing if it can add -s or -ing. (The past tense ending is not a good test because many verbs form their past tense in another way.) You will of course not be mentioning any names for the different endings at this time.

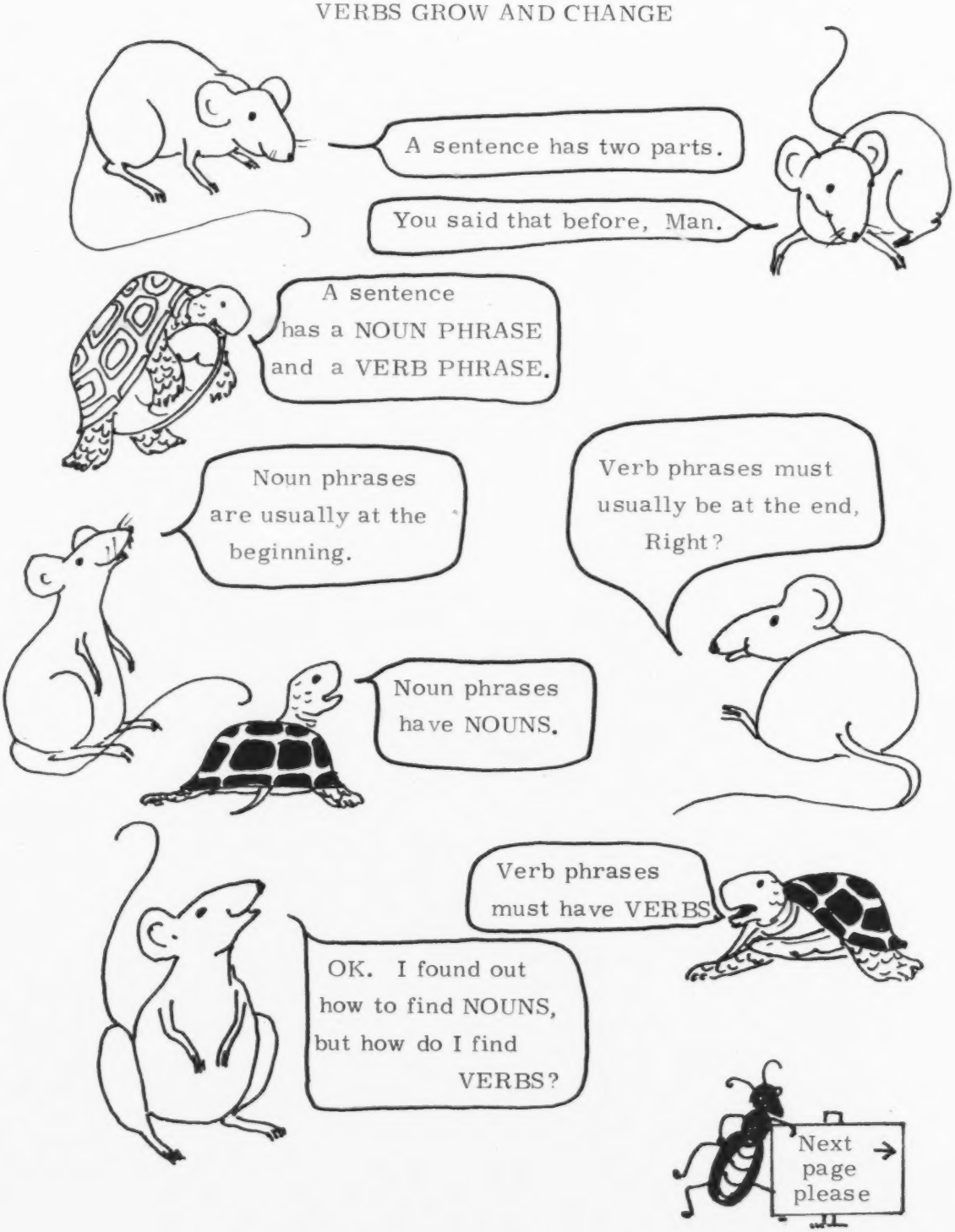
Note: Lessons 15, 16, and 17 are also on verbs and should be taught close to this one.

POSSIBLE EXTENSION:

Occasionally when you have a few minutes, encourage students to think of words that might be verbs (just out of their individual stock of words), thus emphasizing their built-in knowledge. They might also be encouraged to make their own verb lists and see who can get the longest one.

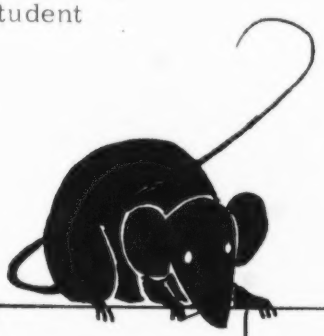
Encourage students to look for verbs in their other lessons.

VERBS GROW AND CHANGE


A sentence has two parts.
You said that before, Man.
A sentence has a NOUN PHRASE and a VERB PHRASE.
Noun phrases are usually at the beginning.
Verb phrases must usually be at the end, Right?
Noun phrases have NOUNS.
Verb phrases must have VERBS.
OK. I found out how to find NOUNS, but how do I find VERBS?
Next page please

Try to fill in the blanks and find the words that grow or change.

These children <u>play</u>.	These children are <u>playing</u> too.	These men <u>work</u>.	These men are _____ too.
This girl <u>jumps</u> rope.	This girl is <u>jumping</u> too.	This cat _____.	This cat is <u>purring</u> too.



Our dog
barked
last night.

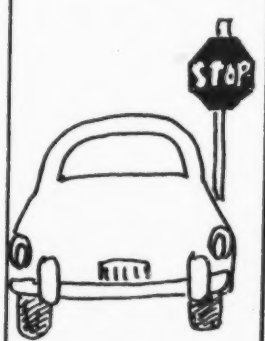
This dog
barks
every night.

Yesterday
this mouse
smelled cheese
in the cupboard

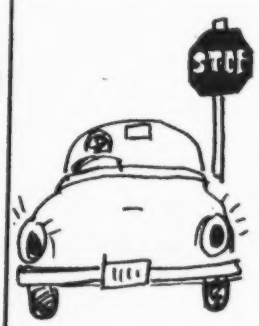
Today this
mouse
_____
cheese too.

This boy
thinks
about recess.

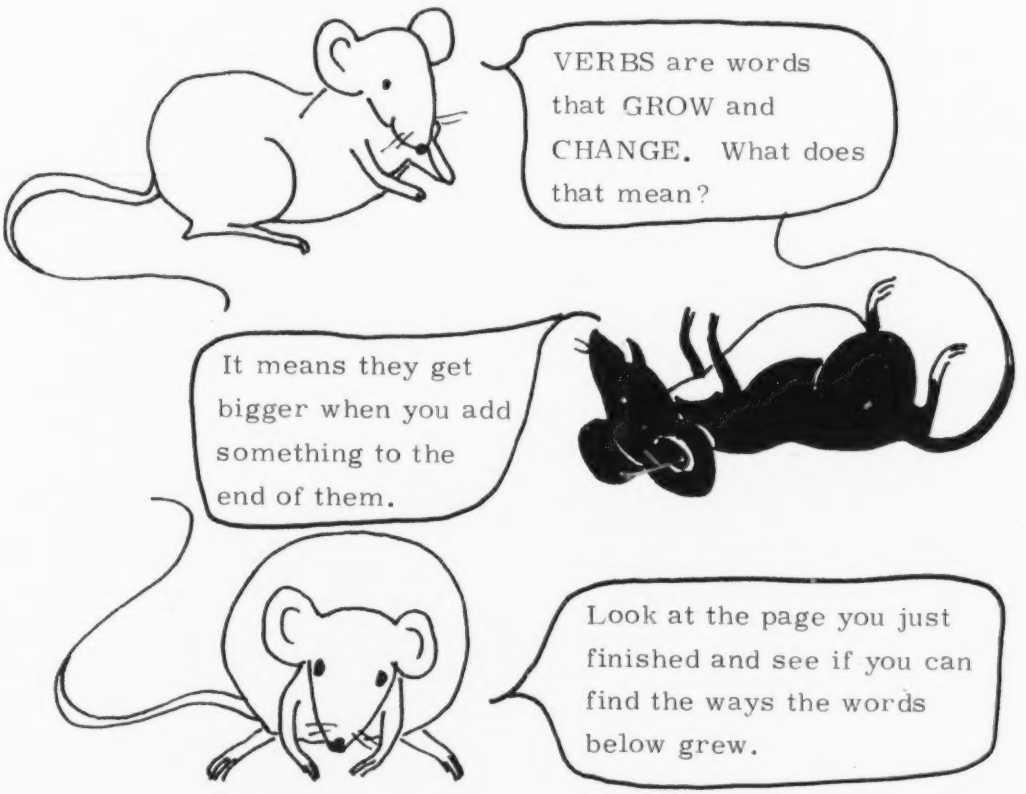
This boy
is thinking
about recess
too.



This car
_____
at the stop
sign.



This car
is stopping
too.


VERBS are words that GROW and CHANGE. What does that mean?
It means they get bigger when you add something to the end of them.
Look at the page you just finished and see if you can find the ways the words below grew.

1. PLAY _____

2. WORK _____

3. JUMP _____

_____

4. PURR _____

_____

5. BARK _____

_____

6. SMELL _____

_____

7. THINK _____

_____

8. STOP _____

_____

The words above are _____.

VERBS HAVE ENDINGS

PURPOSE: To reinforce the concept that verbs are words that grow and change by adding -s, -ed, or -ing endings.

MATERIAL: Student lesson, "Verbs Have Endings," in four parts. The last part is a supplementary section to use only with fourth graders, or exceptionally advanced third graders.

SUGGESTED PROCEDURE:

Note: This lesson will take at least two days. If you use part IV, it will take longer.

1. Pass out parts I and II. Read part I with your students, stopping to discuss various points or to ask for examples of verbs with -ed endings, or -ing endings, etc.

2. Read the directions for part II. Before beginning the exercise have students choose partners to work with or to compare answers with. Then follow up with a class discussion where students share their answers.

   If you feel there are too many sentences, assign only a limited number and do the rest another day. Adapt the exercise to your class.

   Note: Because the sentences are long, a line has been drawn between the noun phrase and verb phrase. You may want to ask students what the lines do (separate the noun phrase and verb phrase) or simply not comment on them. They should help students answers the question at the bottom, however.

   The verbs with endings in the sentences are

1. playing	9. hopped
2. makes	10. piloting
3. watched	11. learned
4. looks	12. wants
5. runs	13. hatching
6. buying	14. cracks
7. started	15. called
8. stopping	

3. Part III is a follow-up exercise to have fun with. It consists of the same make-believe creatures that students met in Lesson 12. The exercise will reinforce the fact that students already know how to put endings on verbs to make them fit the sentences.

   You can either have students work in pairs or do the exercise as a class project. The latter might be preferable if you feel your students may have trouble reading and writing the make-believe nouns and verbs. They should have no trouble giving the right form of the verb if you read the sentences to them first. Write their answers on the board. The emphasis should not be on correctness, however. The purpose is only to illustrate that students have an instinctive knowledge of the rules of their language. In other words, "They already know it."

   (Answers: The drelb is flibbing. The blick loobs everyday. The pursey quants each morning. The crested quirk is sworgling right now. The nessie is trabbing in the lake where she lives. The two-armed gizzle bonged all the way home last week. The shy sliffle has twizzed until he cried. A gruesome gleep would have grunked in a blizzard. And I have swocked you for the last time.)

4. Part IV is a supplement which we suggest be used only for the 4th grade or for advanced 3rd graders. It introduces the concept of tense, specifically the way past tense is formed. Pass it out, read the directions with your students. Have them work in pairs or groups and then follow up with a class discussion to share answers.

   You might like to start a second column on your verb chart, one headed PAST, and have students write in the past forms of verbs from time to time.

   (The answers: 1. jumped, played, started. The verbs ended in -ed.

   2. 1 and 4 are past.

   3. Answers will vary. The verb forms should be kicked and smelled.

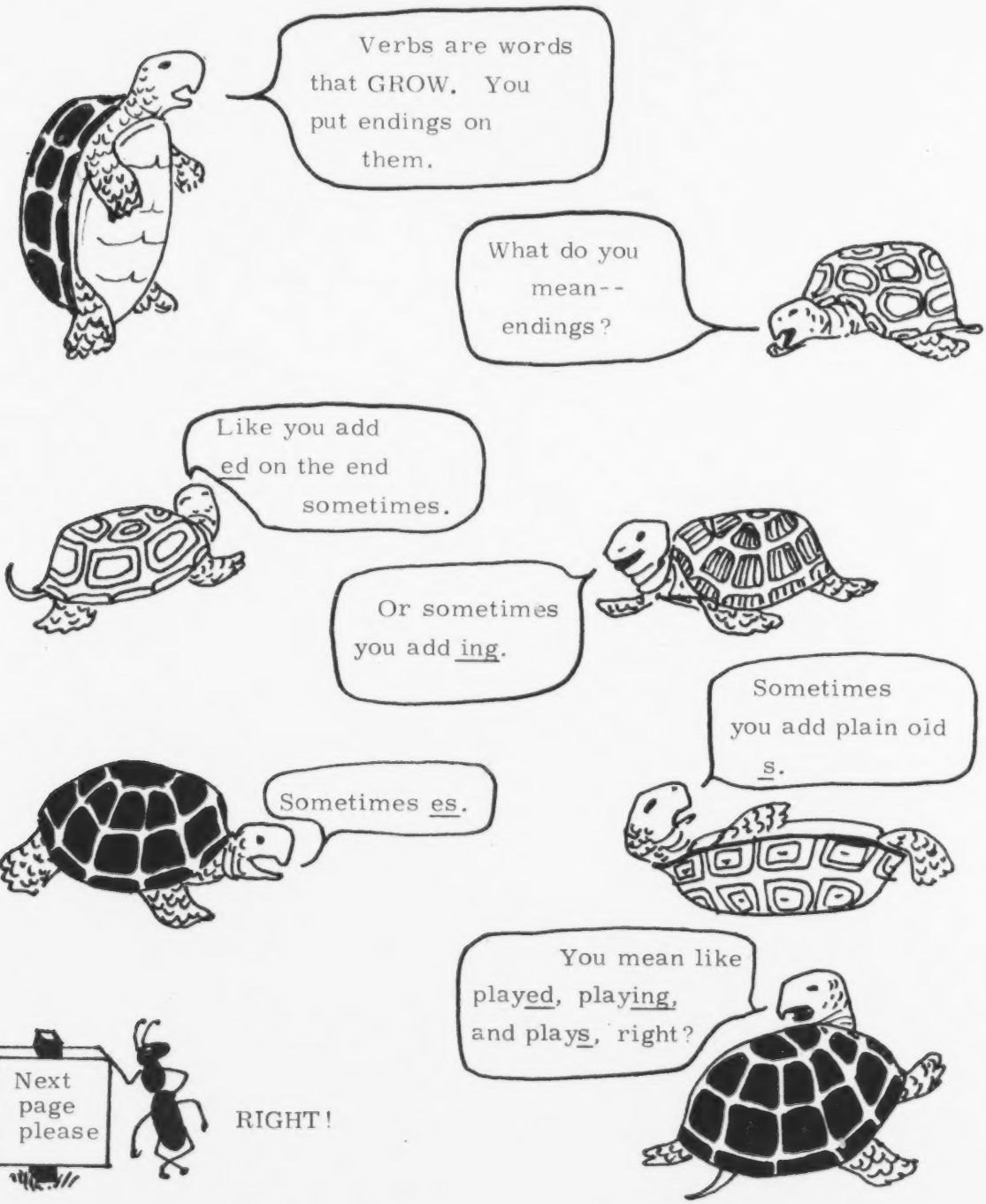
   4. ate, wrote, saw. The verbs change form rather than add -ed. Students knew how because they have a built-in knowledge of their language.)

POSSIBLE EXTENTION:

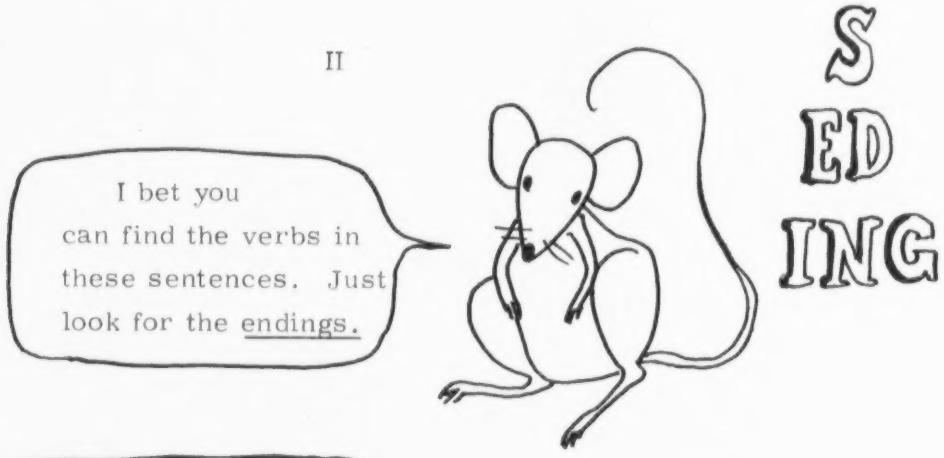
1. You could develop a game in which one student chooses a noun from the noun chart and a verb from the verb chart and makes a sentence out of them. He could then designate another pupil to make another sentence, and so on. See how long they can keep going. Point out that nouns and verbs usually have to have others parts with them.

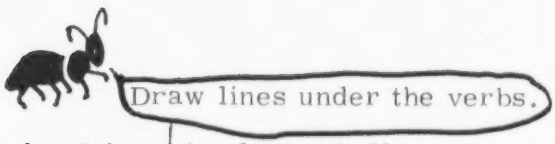
VERBS HAVE ENDINGS

I


Verbs are words that GROW. You put endings on them.
What do you mean-- endings?
Like you add ed on the end sometimes.
Or sometimes you add ing.
Sometimes you add plain old s.
Sometimes es.
You mean like played, playing, and plays, right?
Next page please
RIGHT!

II



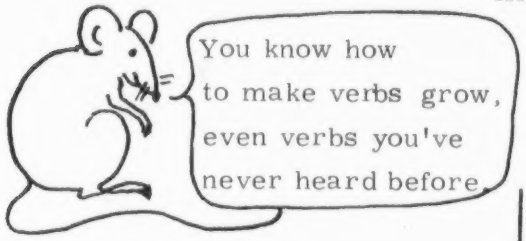


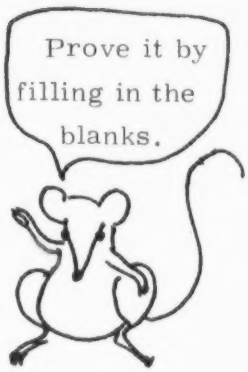
1. John | is playing ball.
2. His mother | makes dinner every night.
3. We | watched the ball game on TV.
4. That dress | looks funny.
5. My brother | runs faster than John.
6. Your big sister | is buying a present.
7. The bus | started before 10:00.
8. It | will be stopping at my house.
9. The big brown bristly bear | hopped over a log.
10. That boy's uncle | is piloting the plane.
11. He | learned how in the army.
12. The boy | wants to be a pilot, too.
13. The chickens at my grandma's house | are hatching.
14. The egg | cracks open after three weeks.
15. The mother chicken | is called a hen.

Are verbs part of the verb phrase or part of the noun phrase?

In a sentence, the verbs are in the _____ phrase.

III





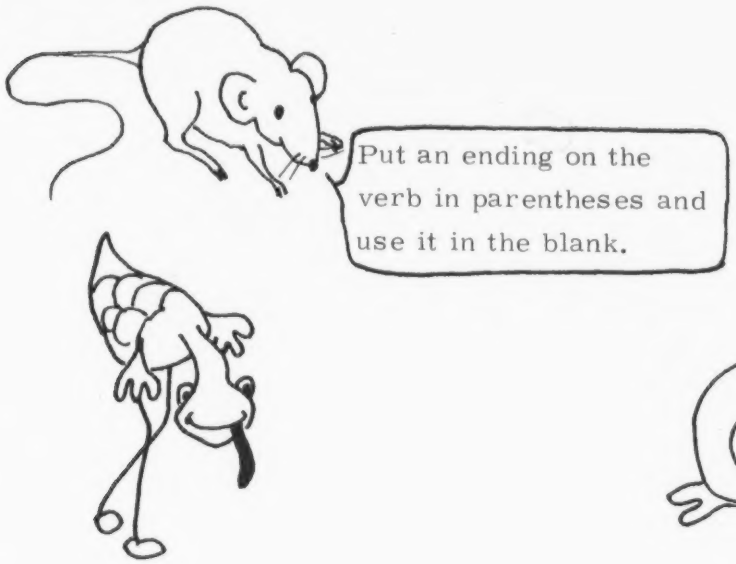
This DRELB flibs every day. He is _____ right now.

This is a BLICK. He is loobing. He _____ every day.

Look at the PURSEY. She is quainting. She _____ every morning.

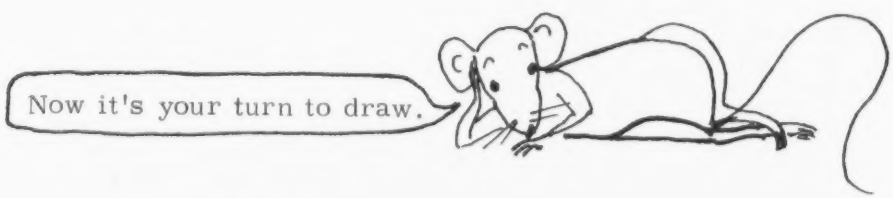
Here is a crested QUIRK. She swargles at sunset. She is _____ now.

Watch the NESSIE trab. She is _____ in the lake where she lives.



The two-armed GI ZZLE _____ all the way home last week. (bong)

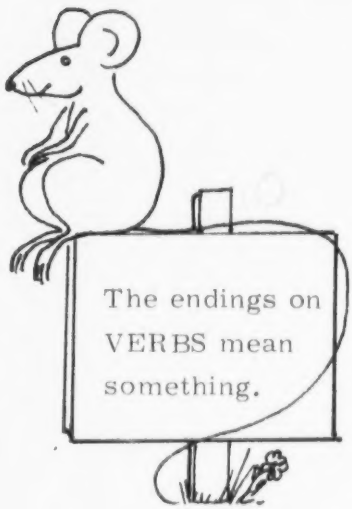
The shy SLIFFLE has _____ until he cried. (twiz)



A gruesome GLEEP would have _____ in a blizzard. (grunk)

"I have _____ you for the last time," said my ZIPPO. (swock)

IV



One verb ending means PAST. Can you find out what it is?

Fill in the blanks.

1. I walk to town every day.

   I walked to town last week.

2. The horses often jump the fence.

   They _____ the fence yesterday.

3. My friend plays the drum.

   He _____ in the orchestra last year.

4. The game starts at 8:00 o'clock.

   The last game _____ before 8:00.

The verbs that show past ended in _____.
They have their PAST TENSE form.

Decide which of these sentences have verbs in past tense and write past after them.

1. The music stopped. _____
2. A girl sings quietly. _____
3. The boy takes music lessons. _____
4. We liked the band concert. _____

Make two sentences with verbs in past tense. Use the verbs kick and smell.

Some verbs show past in other ways. You already know it.
Fill in the blanks to see how you do it.

1. I eat lunch with a friend.

   Yesterday I _____ with George.

2. Sometimes we write on the blackboard.

   Last week we _____ on the overhead.

3. The cat sees the mouse.

   The cat _____ seven mice last night.

How did you know how?
Did the verbs grow or change?

HELPING VERBS

PURPOSE: To introduce students to helping verbs (auxiliary verbs) as a way of identifying verbs.

MATERIAL: Sets of game cards on tag board, each set of which will include the words of a simple sentence with no helping verb, plus a card with a helping verb and a card with the alternate form of the verb needed to go with the helping verb. See the sample set in the Supplementary Material.

A student lesson with three exercises, graded for difficulty.

SUGGESTED PROCEDURE:

1. Ahead of time prepare the sets of cards, using large block letters. Prepare enough sets to provide for a variety of possibilities, since you will want to play the game described below a number of times over a period of days. Here are some possibilities for sets.

    1. THE BOYS CATCH RABBITS WILL
    2. THE BROTHERS LOOK ALIKE MUST
    3. THEY HEAR THE SIREN CAN
    4. THE GHOSTS RATTLE THE WINDOWS COULD
    5. THE STORES CLOSE EARLY MAY
    6. WATERMELLON TASTES GOOD WOULD
    7. WE GO TO THE CIRCUS ARE
    8. THE MAILMAN COMES AT 4:00 IS
    9. FLOWERS GROW IN MAY WERE
    10. THE BOAT STOPPED HERE HAS
    11. OUR CLASS VISITED THE BAKERY HAD
    12. SOMEONE ATE THE PIE HAS

    Number the sets on the back according to difficulty so that you can call for a given sentence.

2. Keeping the auxiliary word out, hand out a set of cards to a group of children and ask them to stand so the class can see and arrange themselves in an order to make a sentence. Then hand the auxiliary card with the helping word to another child and ask him to decide where it should go in the sentence and to stand in that position. The first few times choose an auxiliary that can be inserted without requiring any changes in the sentence. For example, will in set 1 above requires no changes. (The boys catch rabbits. The boys will catch rabbits.)

   When children are secure with the idea of the game, introduce sets with a helping word that requires a change. For example, when would is added to set 6 above, the s must be dropped from tastes. When is is added to set 8, come must change to coming. When the auxiliary has been inserted in such sentences, ask

   Is everything else all right?

   Does something need to be changed?

   What is it? Does everyone agree?

   Then have a volunteer write the correct form of the verb on a blank card and trade places with the child holding the card that needs to be replaced.

3. This is a game that should be played over a period of several days. You can add other sets, and the helping verbs can be added to any sentence. Be sure that the changes are not too difficult at first. When the students understand the mechanics of the game, ask

   Which word in the verb?

   Where do the other words go? (Always before the verb.)

   Introduce the idea that these are helping verbs. They come right before the verb and sometimes cause the form of the verb to change.

4. After students seem to have gained some familiarity with the concept of helping verbs, and with many of the verbs used as helping verbs (the various modals, various forms of be and have), you can hand out the student lesson. You may want to use only the first two pages or to have students do the exercises on different days. Read through the first page with the class as a whole, and the directions for the exercise. Then have students, either individually or in pairs, work the exercises. Follow up with a discussion so they can share their work, particularly the sentences of their own.

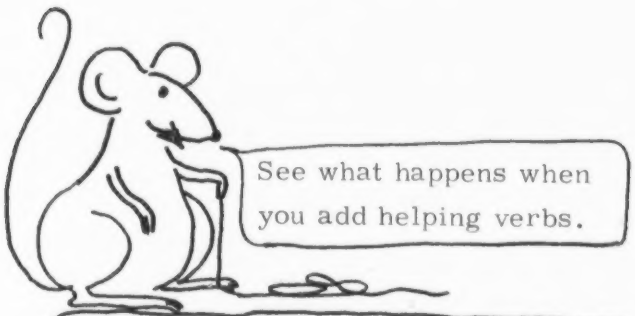
POSSIBLE EXTENSION:

For fourth graders or very advanced third graders you might make enough cards so that after one auxiliary has been added another one could be added. This would sometimes result in several changes. For example,

	The bees make honey.
Add are:	The bees are making honey.
Now add will:	The bees will be making honey.
	A bell rang.
Add was:	A bell was ringing.
Now add has:	A bell has been ringing.

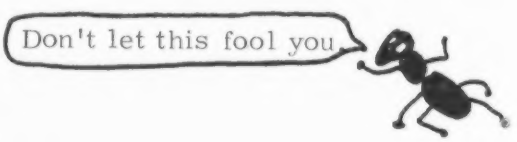
HELPING VERBS

VERBS are words that GROW by adding endings to them.
I know more than one way to find NOUNS. Is there more than one way to find VERBS?
You add es, s or ed or ing to VERBS.
I seem to remember there was another way to find VERBS.
You are absolutely RIGHT, Speedy.
Help! Of course, VERBS HAVE helping verbs.
HELP! Turn to next page.
HELP! HELP! HELP!



Add have to each of these sentences and change any other words if you need to.

1. The third graders march out first.
2. Our friends walk to school.
3. Horses stay in the pasture.
4. Many people fish in the river.
5. The geese flew away.
6. Our cousins went to Disneyland.



Add is to each of these sentences and change other words if you need to.

1. The butterfly sits on the leaf.
2. The fireman washes the fire engine.
3. A leaf moves in the breeze.
4. The hummingbird flies very fast.

Make some sentences of your own using these helping verbs.

Use: must can were had will is

1.

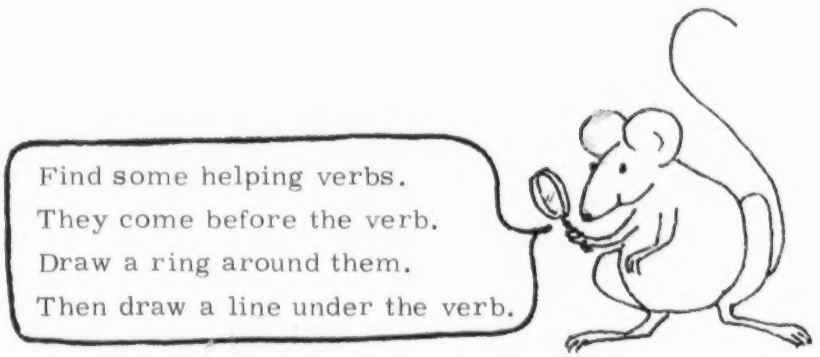
2.

3.

4.

5.

6.



1. I must go to town.
2. She can go with me.
3. You may come too.
4. We might buy some candy.
5. We are leaving at 8:00 o'clock.
6. Jack was going too.
7. Karen has finished first.
8. The school bus has stopped here.
9. The robins have arrived in June.
10. A circus is coming to town.
11. Katy and Joan have eaten in the cafeteria.
12. Bob had been running.

ROOT VERBS

PURPOSE: To consolidate and reinforce the concept that a verb is a word that has many forms, all related to the root form.

MATERIAL: Student lesson, "Root Verbs," with two pages.

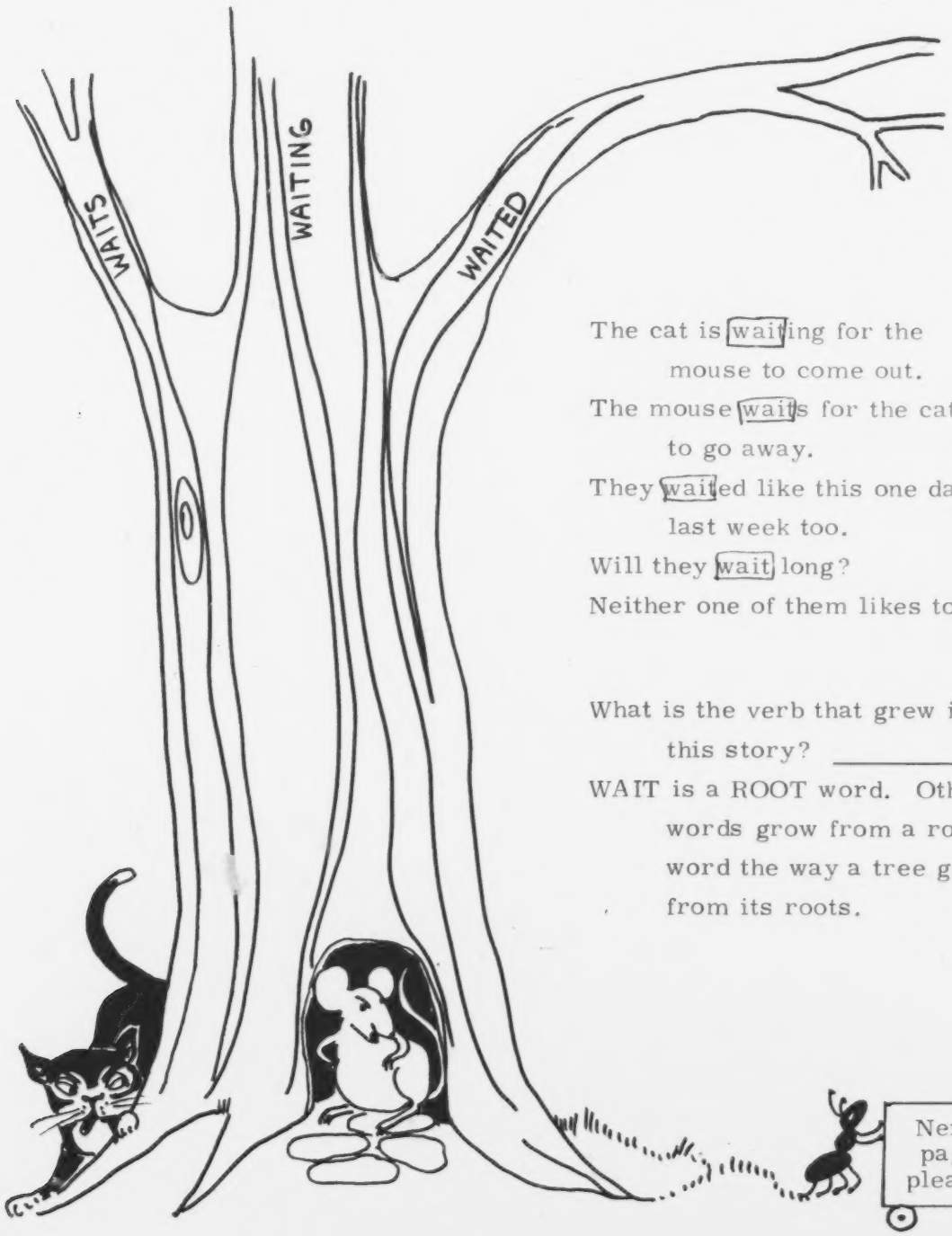
SUGGESTED PROCEDURE:

1. Read page 1 with your students and discuss it briefly. Have them look at the various forms of the verb wait.
2. Look at page 2 together and explain how they are to fill in the blanks. Point out that the root verbs are in the first column and the other forms following. Have them choose partners to work with and have a follow-up discussion to compare answers.
3. This might be a good time to add the various forms to your verb chart following the root form. Start a procedure of adding the various forms of verbs to the chart when the students have discovered what they are. Allow any student to make an addition after checking with you.

POSSIBLE EXTENSION:

Have students draw pictures to illustrate other root verbs and the verb forms growing from them.

ROOT VERBS



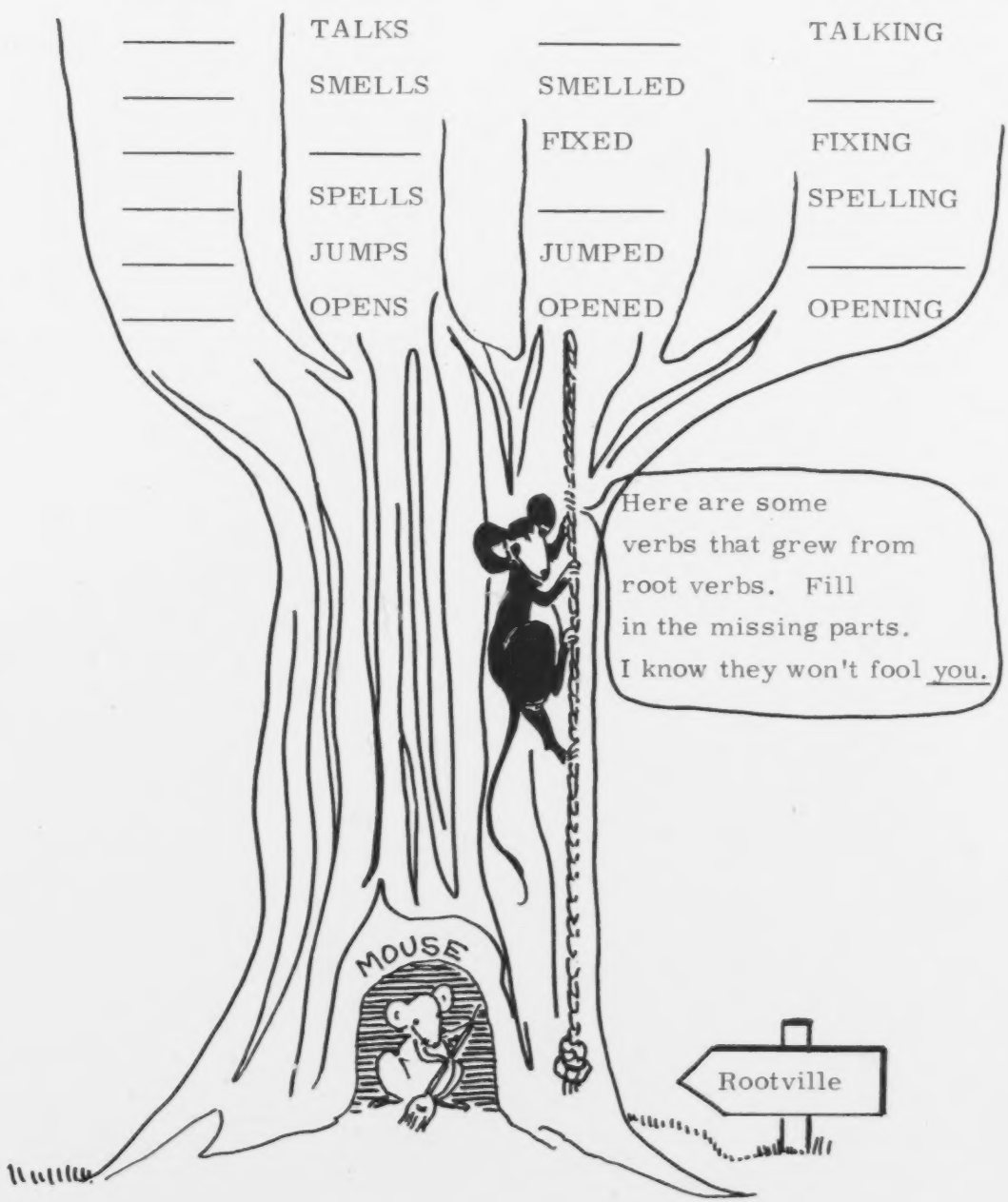
The cat is waiting for the mouse to come out.
The mouse waits for the cat to go away.
They waited like this one day last week too.
Will they wait long?
Neither one of them likes to wait.

What is the verb that grew in this story? _____

WAIT is a ROOT word. Other words grow from a root word the way a tree grows from its roots.

Next page please

CALL	CALLS	CALLED	CALLING
COOK	_____	_____	COOKING
_____	WASHES	_____	_____
_____	_____	SCRATCHED	SCRATCHING
_____	TALKS	_____	TALKING
_____	SMELLS	SMELLED	_____
_____	_____	FIXED	FIXING
_____	SPELLS	_____	SPELLING
_____	JUMPS	JUMPED	_____
_____	OPENS	OPENED	OPENING



ADJECTIVES

PURPOSE: To help students realize that the sentence part we call adjective is the part that can appear either after the verb be or before nouns.

MATERIAL: Student lesson to hand out to each student.

SUGGESTED PROCEDURE:

Note: This lesson is designed to be used after all the other lessons in the unit. We think it should probably be used only with very advanced third graders and fourth graders, who have also played the compound sentence game suggested in the Extension for lesson 6, but you should use your own judgment. We will be interested in finding out how it goes at this level.

You should know that the test used for adjectives in this lesson identifies true adjectives. It furnishes a much more reliable definition for adjectives than the traditional one of "a word that describes," because it distinguishes a word like quick which is an adjective from a word like quickly which describes but is not an adjective. We never say "a quickly trip," nor "He was quickly."

There are of course many derived adjectives such as running, frightened, etc., that would pass the test also. But in addition they are also verbs. This is what distinguishes them from true adjectives. Students recognize intuitively that words that appear in one place can also appear in the other. And this is the basis of our ability to use adjectives correctly--not the fact that they are descriptive words. In this lesson we are interested in finding out if students can be made consciously aware of adjectives by making them aware of their intuitive knowledge.

1. Begin by helping students recall how they put two sentences together. You might let them play the compound sentence game with tag cards (see lesson 6) as an introduction.

2. Pass out the student lesson and go over the first page with your students, making certain that they understand how the two sentences have been joined to get the third sentence.

3. The exercises on pages 2 and 3 can be done either as a class project, in groups, or individually. Read the directions with them for each exercise and perhaps do the first sentence with the whole group so that they know what they are to do.

4. Have a follow-up discussion to go over answers.

Answers to student exercises:

I. 1. The black cat ran by.
2. The fat bear climbed the tree.
3. The little ants came to the picnic.
4. The warty toad hopped in the grass.
5. The fierce dog barked at the moon.
6. The pink ice cream tastes good.

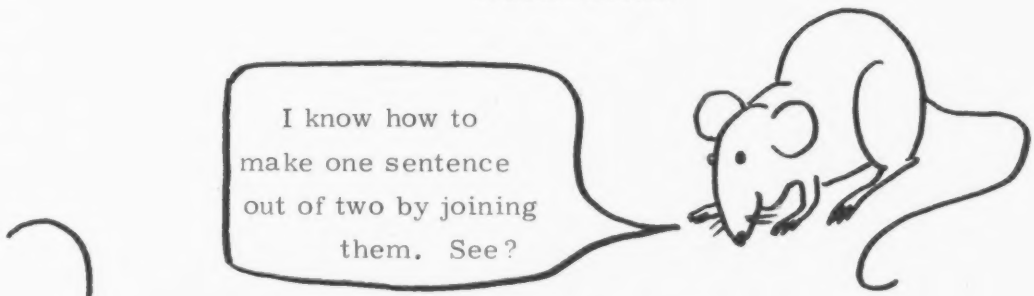
II. 2. The bus was yellow.
3. The dog was shaggy.
4. The kittens were tiny.
5. The firecracker was loud.
6. The flowers were pretty.

III. 1. The car is in the garage. / The car is blue.
2. The bicycle was stolen. / The bicycle was new.
3. The house burned up. / The house was old.
4. The puppy tore open the pillow. / The puppy was mischievous.
5. A wind blew the tent down. / A wind was strong.

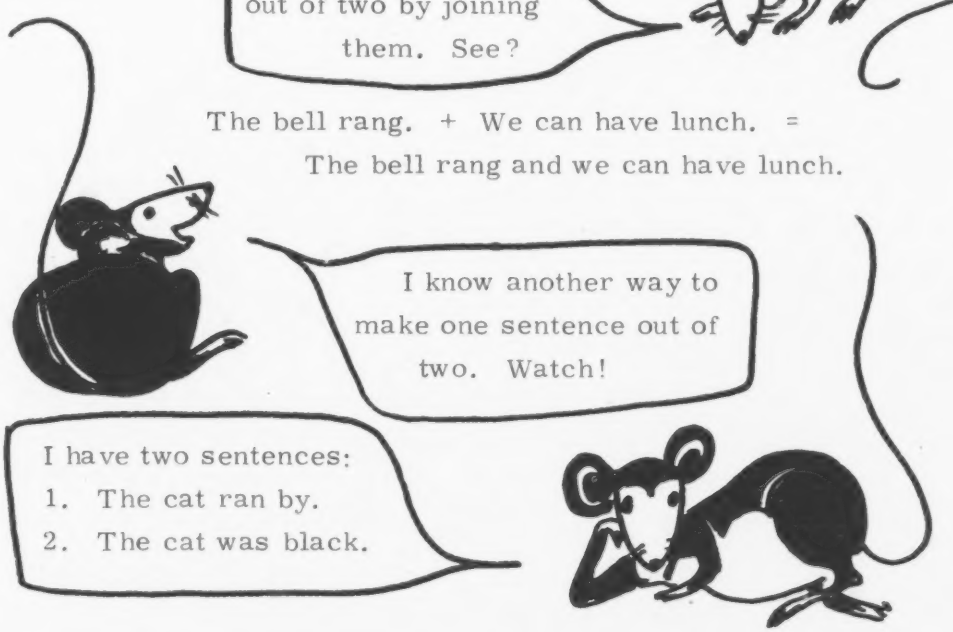
POSSIBLE EXTENSION:

1. Have students try to invent their own game for using adjectives by making tag cards and setting up rules for playing the game.

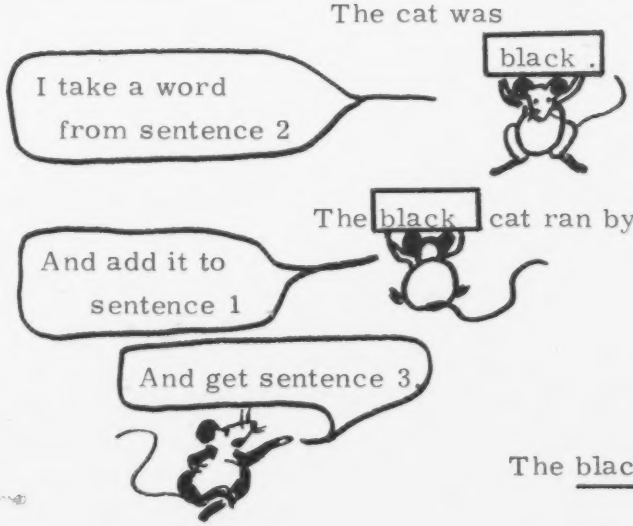
ADJECTIVES



The bell rang. + We can have lunch. =
The bell rang and we can have lunch.



The cat was



The black cat ran by.

The cat ran by. + The cat was black. = The black cat ran by.

I. Now see if you can make one sentence out of each of these pairs in the same way.

1. The cat ran by.
   \+
   A cat was black.
   = The _____ cat ran by.

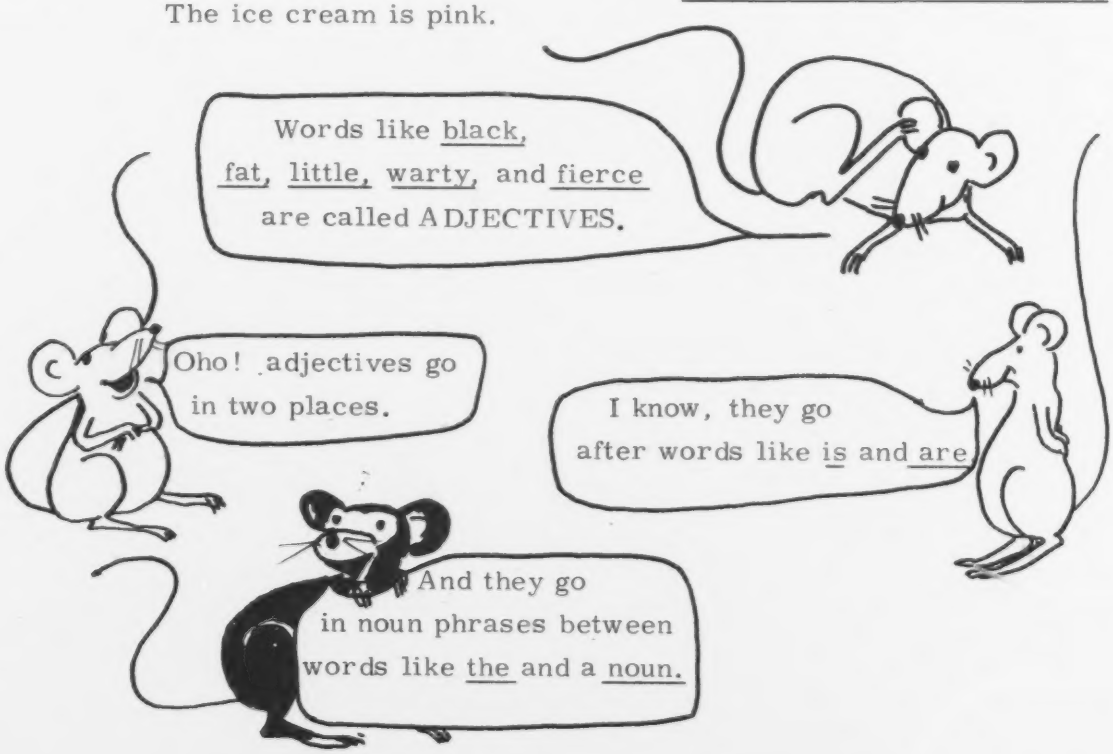
2. The bear climbed a tree.
   \+
   The bear was fat.
   = The _____ bear climbed the tree.

3. The ants came to the picnic.
   \+
   The ants were little.
   = The _____ ants came to the picnic.

4. The toad hopped in the grass.
   \+
   The toad was warty.
   = The _____ toad hopped in the grass.

5. The dog barked at the moon.
   \+
   The dog was fierce.
   = The _____ dog barked at the moon.

6. The ice cream tastes good.
   \+
   The ice cream is pink.
   = _____


Words like black, fat, little, warty, and fierce are called ADJECTIVES.
Oho! adjectives go in two places.
I know, they go after words like is and are.
And they go in noun phrases between words like the and a noun.

II. There is a word in each of these sentences that came from another sentence. Find the word and write the sentence. The first one has been done for you.

1. The tall tree fell down.

   The tree was tall.

2. The yellow bus took us to school.

   The bus was _____.

3. The shaggy dog jumped in the water.

   The dog was _____.

4. The tiny kittens drank all the milk.

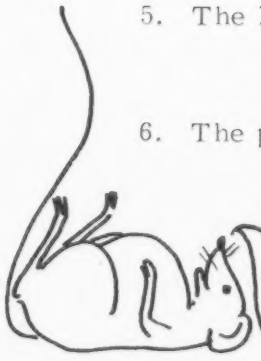
   The kittens were _____.

5. The loud firecracker exploded.

   _____

6. The pretty flowers came from the woods.

   _____



III. These sentences were made out of two sentences. Can you write the two?

1. The blue car is in the garage.
2. The new bicycle was stolen.
3. The old house burned up.
4. The mischievous puppy tore open the pillow.
5. A strong wind blew the tent down.

SUPPLEMENTARY MATERIAL FOR UNIT III

"You Already Know It"

Language C - D

This envelope contains the following:

1. 12 pictures to be made into transparencies and used on the overhead in conjunction with the story for Lesson 1

2. A sample set of cards with words which will make a sentence for you to copy for use in Lesson 2

3. A sample set of cards with either noun phrases or verb phrases to serve as a model for you for Lesson 6

4. A list of simple noun phrases, verb phrases, or complete sentences to be used on the overhead or otherwise reproduced for Lesson 8

5. A sample set of cards with determiners plus nouns or pronouns for you to copy for Lesson 13

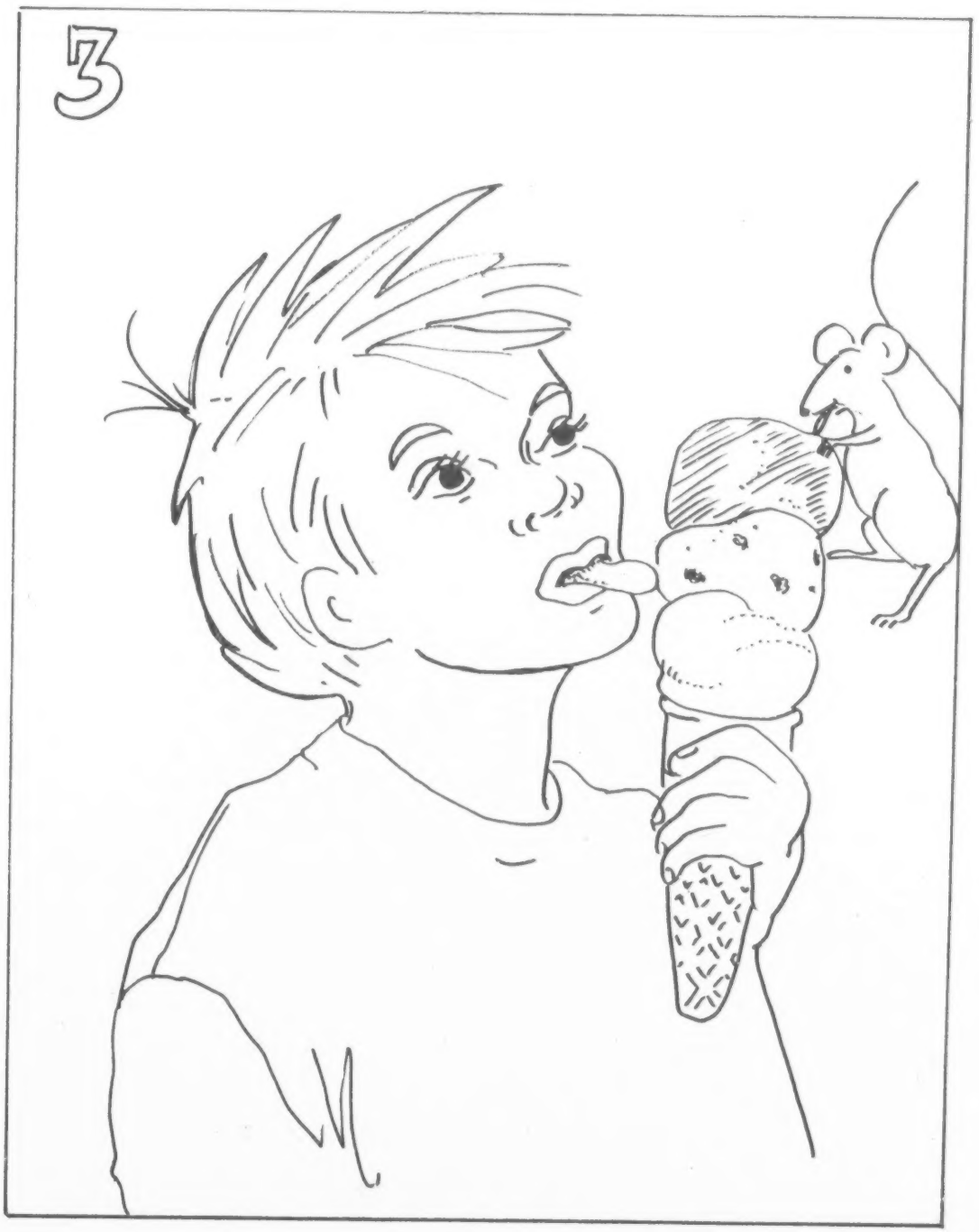
6. A sample set of cards which together make a sentence with a simple verb, plus a helping verb to add, for Lesson 16

CS200486

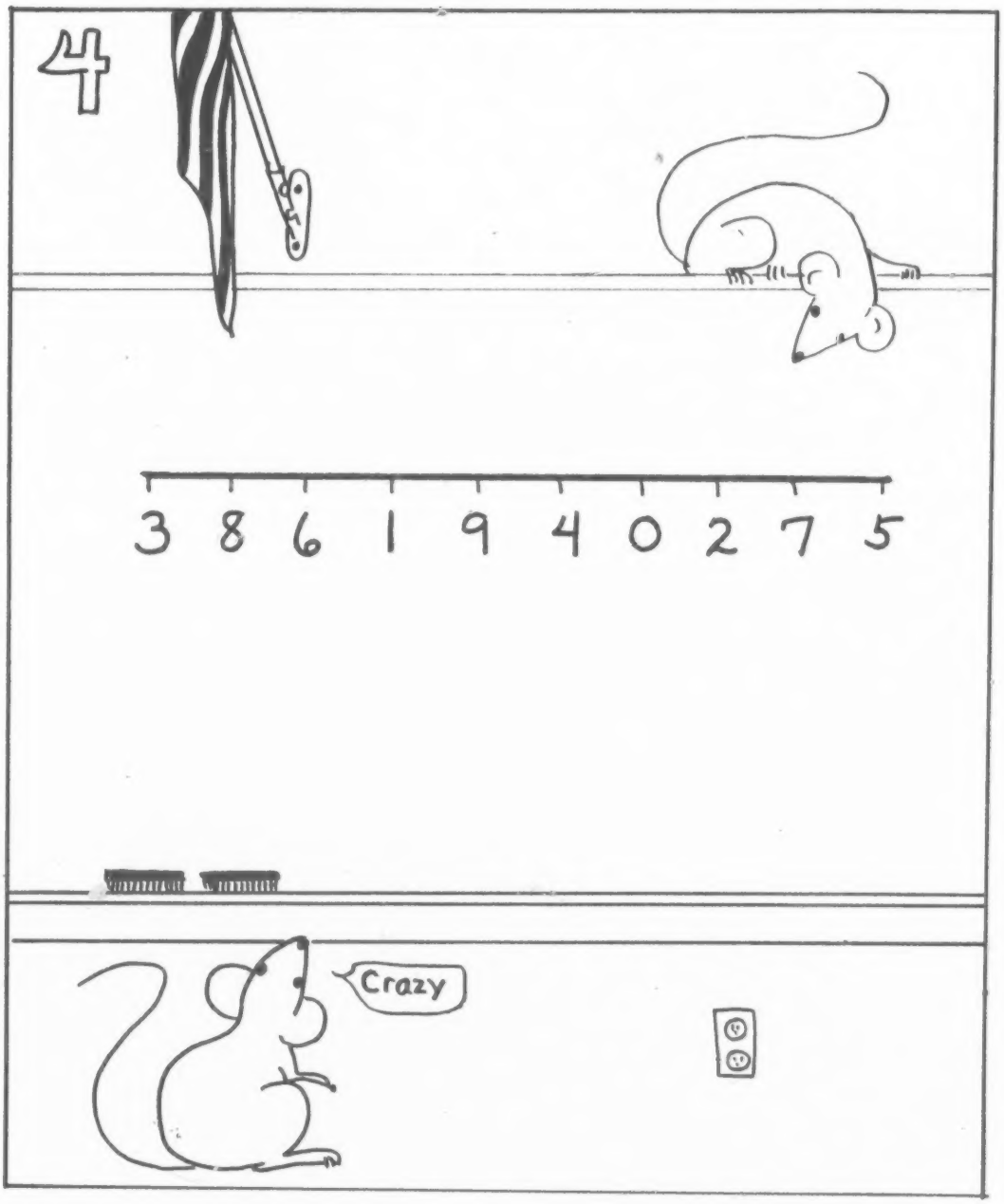
You Already Know It
Lesson 1
Supplementary Material

2
Hey Look!
Oh! Oh!

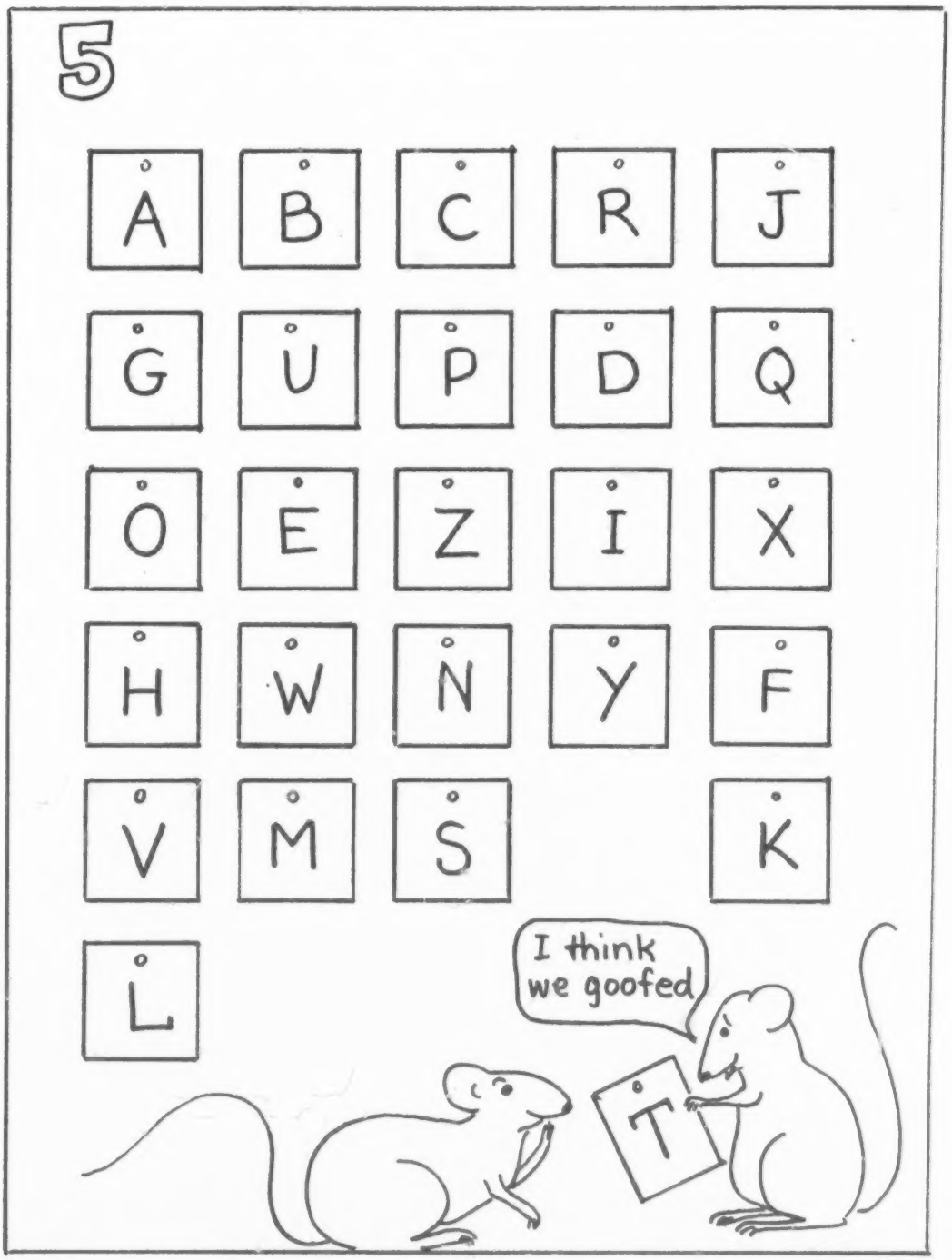
You Already Know It
Lesson 1
Supplementary Material



You Already Know It
Lesson 1
Supplementary Material



You Already Know It
Lesson 1
Supplementary Material



You Already Know It
Lesson 1
Supplementary Material

7

RUNNING DOG IS THE

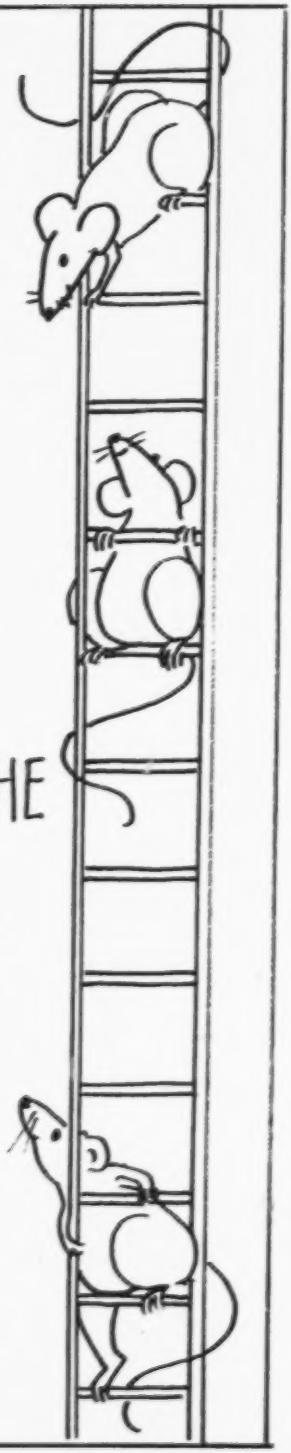
CAT THE PURR CAN

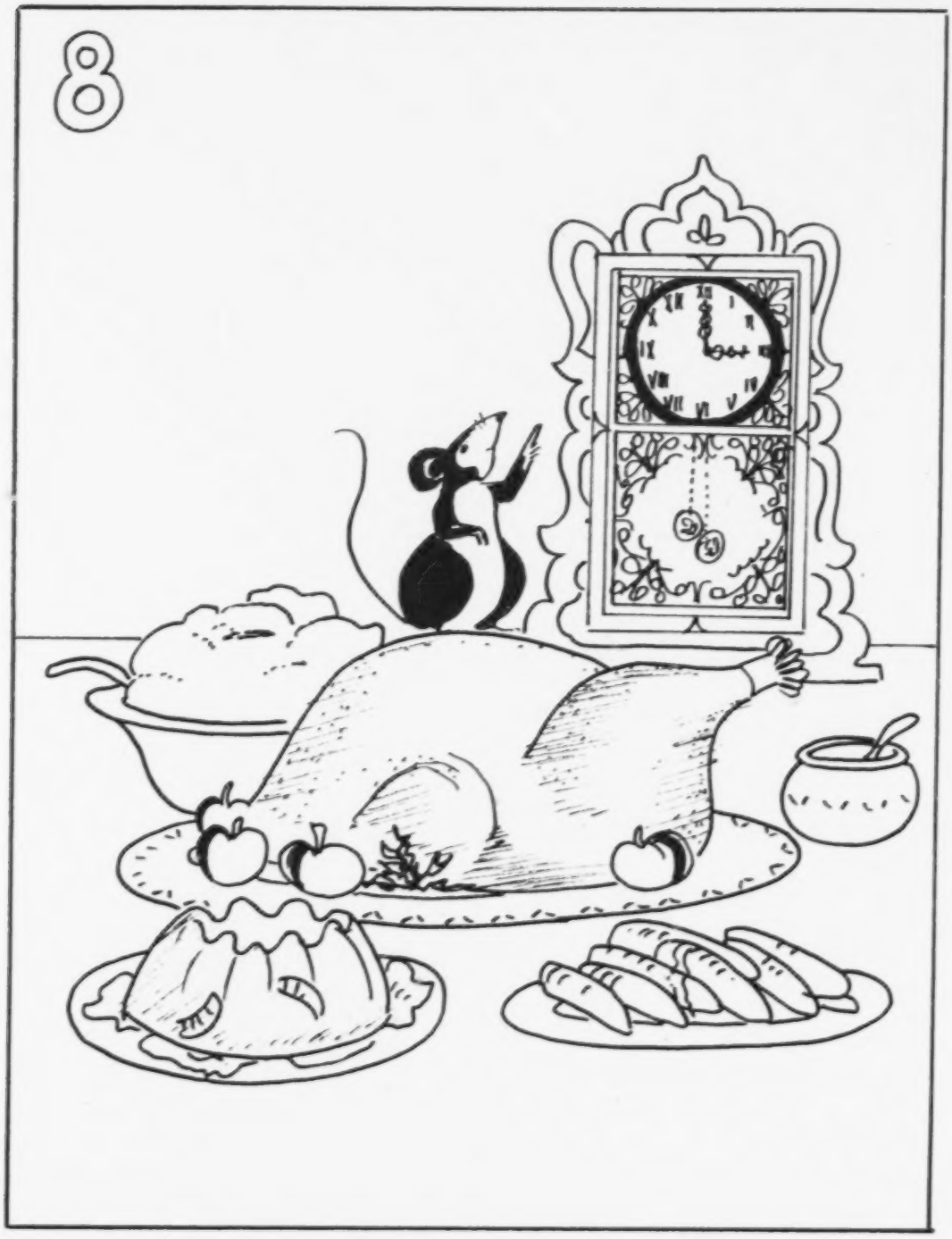
TALL BOY THE IS

SNAKES CRAWLING ARE THE

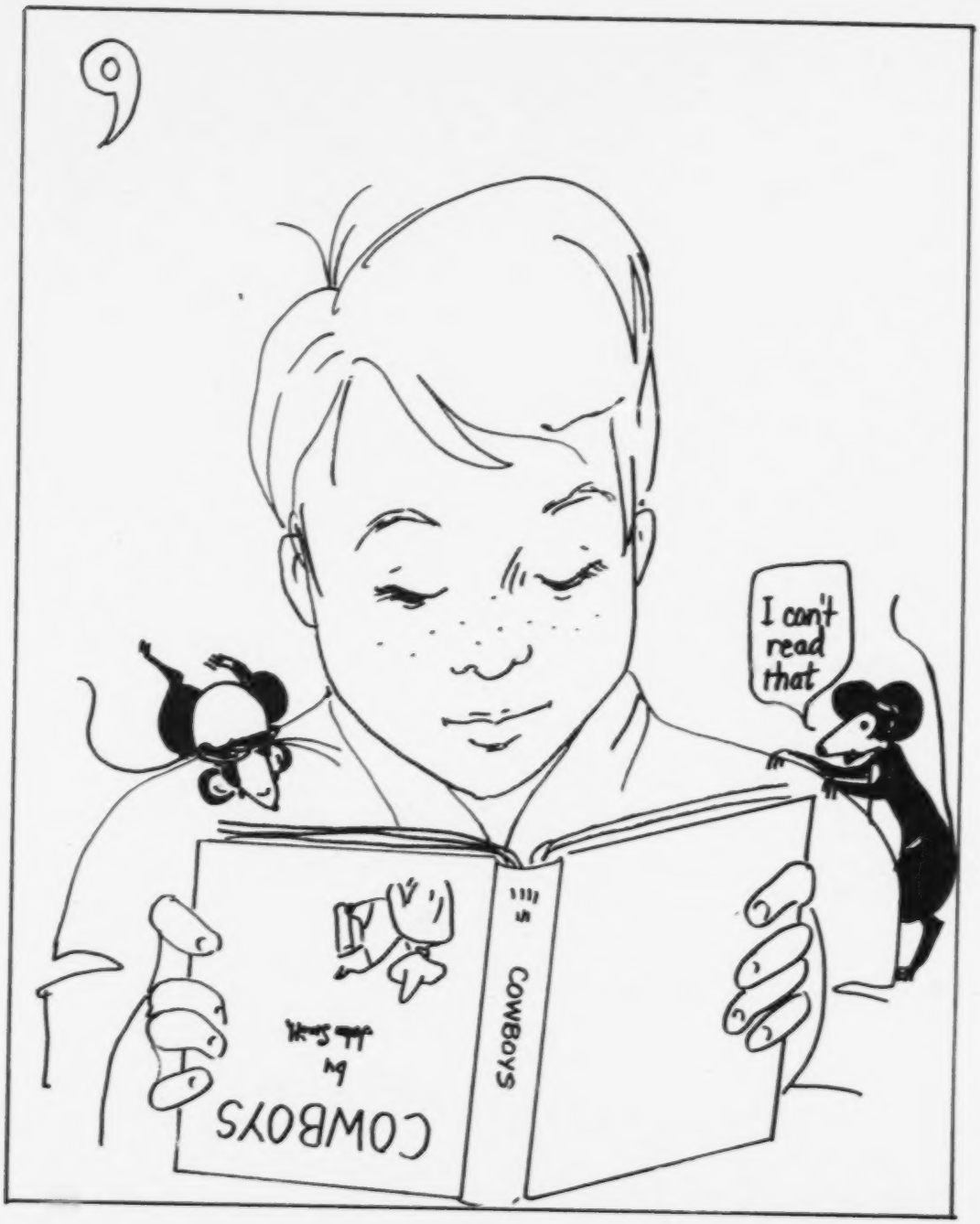
IS THE BURNING HOUSE

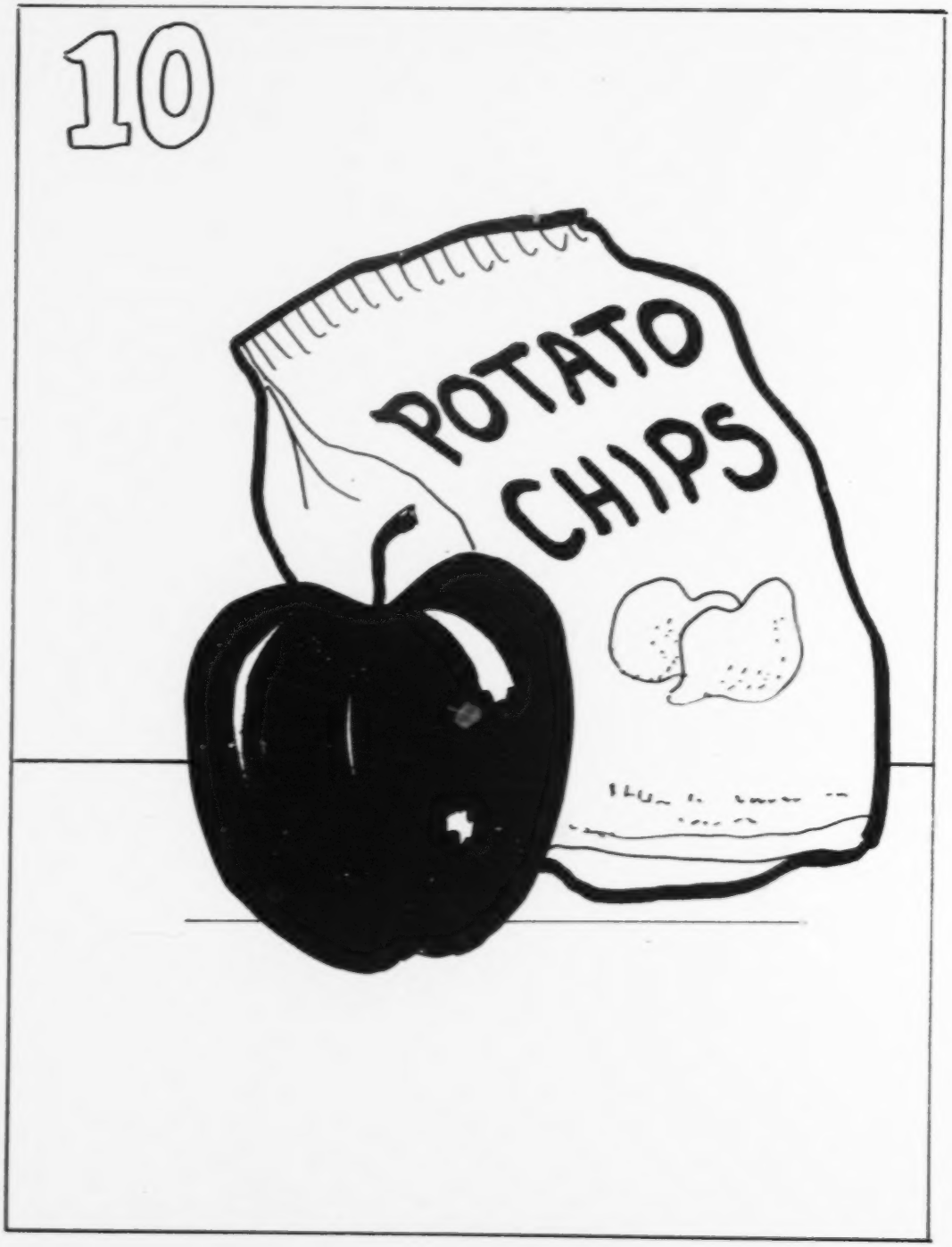
BIKE THIS MY IS NOT




8

You Already Know It
Lesson 1
Supplementary Material




10
POTATO
CHIPS

11

12

THE DOG

IS

RUNNING

You Already Know It
Lesson 6
Supplementary Material

A ROBIN

ATE THE WORM

A LITTLE FROG

HID IN THE TREE

You Already Know It
Lesson 6
Supplementary Material

OUR DOG

LIKES CANDY

THE MISSING PARTS

1. THE UGLY DUCKLING

2. KANGAROOS HOP

3. CAUGHT THE BALL

4. FED THE HAMSTER

5. A FISHWORM

6. CATS MEOW

7. SOME SPIDERS

8. CHILDREN PLAY

9. JUMPED DOWN

10. PULLED THE TOOTH

11. THE BARBER

12. THE CLASS SAT STILL

MY PETS

IT

THAT DOG

IT

SOME PIE

A CAR

You Already Know It
Lesson 13
Supplementary Material

You Already Know It
Lesson 13
Supplementary Material

HE

HE

THE BOY

SHE

A GIRL

THEY

You Already Know It
Lesson 16
Supplementary Material

THE BOYS

WILL CATCH

RABBITS